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ABSTRACT

Out-of-school time (OST) programs are being developed to provide safe places and constructive after school activities for children and youth from families in which a single parent or both parents work and neither parent would be home after school. This manual is intended to help program directors, child care providers, service members, school administrators, and leaders of community-based organizations to effectively integrate service in the development and implementation of OST programs. The manual discusses quality OST programs, highlights effective practices, discusses service and service-learning activities for children and youth in OST, and lists resources and contacts. Discussions among practitioners and researchers in the emerging fields of service and OST have developed a body of knowledge about what makes a high quality program, and some of these efforts to define quality standards are summarized. Existing service programs are presented as examples of effective practices that incorporate service and out-of-school time activities. (JPB)

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SERVICE AS A STRATEGY IN OUT-OF-SCHOOL TIME:

A How-To Manual

PS 028388

Corporation for National Service ✪ *National Institute on Out of School Time*

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The National Institute on Out-of-School Time's mission is to improve the quantity and quality of school age care programs nationally by concentrating its efforts in five primary areas—research, education and training, consultation, program and community development, and public awareness.

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PREFACE

On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand the resources available for children and youth in programs operating before school, after school, on weekends, and during school breaks (i.e., out-of-school time, OST). The Corporation for National Service, the Department of Education, the Child Care Bureau at the Department of Health and Human Services, the National Association of Child Care Resource and Referral Agencies, and the National Institute on Out-of-School Time (formerly the School-Age Child Care Project) joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams—Illinois, Massachusetts, and Washington—and a national partnership team met to discuss solutions for the implementation of service integration with out-of-school time at the community, state, and national levels.

The inspiration for this manual originated from discussions at the forum focused around the integration of service as a strategy. The purpose of the manual is to help program directors, child care providers, service members, school administrators, and leaders of community-based organizations effectively integrate service in the development and implementation of OST programs. The manual discusses quality OST programs, highlights effective practices, discusses service and service-learning activities for children and youth in OST, and lists resources and contacts. The manual will be updated periodically as new lessons emerge from the field.

This publication is a collaboration of the Corporation for National Service and the National Institute on Out-of-School Time, and the content represents the work of many individuals and organizations. Special thanks to the program directors and coordinators who were interviewed for the effective practices section and participants of the December forum who provided input and guidance throughout the project. The primary author from the National Institute on Out-of-School Time was An-Me Chung, Ph.D.

To help coordinate forum follow-up activities, the Corporation for National Service has organized the To Learn and Grow (TLG) public-private partnership initiative to expand, enrich, and improve the quality of programs for children and youth in during out-of-school time. The TLG partnership brings together representatives from education, child care, and service organizations, private corporations, and foundations, who are committed to providing quality OST opportunities for children and youth.

For more information or additional copies of this manual, contact the Corporation for National Service:

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Chapter 1

INTRODUCTION

In the past few decades, dramatic changes in the social and economic fabric of our country have led to profound changes for the American family. Today, less than 15 percent of our nation's children live in a household with a working father and a "stay-at-home" mother (U.S. Census Bureau, 1996). In fact, according to the U.S. Bureau of Census (1991), two-thirds or 24 million children age five to fourteen are in need of care during their out-of-school time hours, a population that is expected to grow with recent changes in welfare laws. The General Accounting Office estimates that in the year 2002, the current child care supply would meet as little as 25 percent of the demand in some urban areas (GAO/HEHS-97-75, May 1997).

Increasingly, schools and community-based organizations are responding to the needs of millions of children and youth by providing safe places and constructive activities in the out-of-school time hours. Quality out-of-school time (OST) programs provide a variety of enrichment activities that keep children safe, provide opportunities for positive and consistent relationships with adults and other peers, promote development through recreation, and offer extra learning time for students. Quality OST programs also provide opportunities for young people to volunteer in their communities, learn leadership and team building skills, and connect with adult mentors.

Out-of-school time programs encompass a wide range of activities for young people that take place before school, after school, on weekends, and during school breaks. Some programs run for short intervals during summer months only. Other programs, such as school-age care facilities, operate year-round and provide services while parents work and children are not in the classroom. Many schools keep their doors open in the afternoons and evenings to address the needs of students and families. Law enforcement officials have started volunteer programs, like basketball leagues, to provide recreation and keep young people safe. When piecing together this myriad of resources, communities are beginning to build OST networks with some potential to meet the needs of all parents, children, and youth.

Some OST programs are also using service and service-learning activities to expand and enhance opportunities for children and youth. Service is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Service can be an important resource in OST programs in two primary ways:

- Bringing national and community service resources into programs to increase organizational capacity and support the delivery of care. Thousands of AmeriCorps members and Senior Corps volunteers are currently serving as tutors, mentors, activity coordinators, and community liaisons in OST programs throughout the country.
- Engaging children and youth in community service and service-learning activities in the out-of-school time hours. Learn and Serve America helps OST programs develop service-learning activities such as youth-led graffiti removal projects, care for

homebound elderly people, and environmental clean-ups.

Chapters 3 to 5 explore these primary vehicles for service as a strategy through a variety of examples. The goal of this manual is to give program staff and school-age care providers practical information about how to integrate service as a component within *quality* out-of-school time activities. The appendixes contain information on contacts and OST and national service resources. Discussions among both practitioners and researchers in the emerging fields of service and OST have developed a body of knowledge about what makes a high-quality program. In an attempt to create a common language for OST programs, Chapter 2, *What is Quality Out-of-School Time?* presents a summary of some of these efforts to define quality standards.

Chapter 1

WHAT IS QUALITY OUT-OF-SCHOOL TIME?

This chapter defines out-of-school time activities and discusses ongoing efforts to develop standards for quality programs.

DEFINITION

To describe children's time outside the regular school day, child development experts and care providers recently adopted the term "out-of-school time." For the purposes of this manual, out-of-school time programs refer to the broad range of enrichment opportunities for children and youth, grades K-12, in the out-of-school time hours, including school-age care programs, before- and after-school centers, and extended-day programs.

Quality out-of-school time refers to opportunities for children and youth to develop positive and consistent relationships with adults, access safe places, and participate in constructive activities during OST hours. These activities occur in a wide variety of organizational settings and agencies, including schools, community-based organizations, YMCAs, Campfire, Boys and Girls Club, churches, and cooperative extensions. The hours encompass before- and after-school hours, weekends, holidays, teacher in-service days, summers, and other school vacations.

WHAT IS QUALITY?

Extensive research in child care and early childhood education conducted over the past twenty years has demonstrated strong, positive relationships between a variety of quality measures and various dimensions of children's development and well-being. Although child care quality can be based on factors that are difficult to measure, the research on child care quality has consistently found the following dimensions to be most strongly associated with enhanced child well-being (Love et al., 1996):

- structural features such as lower child-staff ratios and smaller group sizes;
- classroom/caregiver dynamics including caregivers' sensitivity; and
- staff characteristics such as education and experience.

More recently, studies specific to school-age care have found that latchkey children are at significantly greater risk of truancy and poor academic performance and are more likely to engage in risky behavior such as juvenile delinquency and substance abuse. In contrast, children who attend high-quality out-of-school time programs have been found to have better peer relationships, emotional adjustment, and grades and conduct in school (Vandell et al., 1996). (For more information on research, see Appendix G).

Consistent with existing research, National Institute on Out-of-School-Time recommends the following desired outcomes for children in out-of-school time:

- consistent and caring relationships with adults and other children;
- opportunities for constructive activities; and
- access to safe places.

STANDARDS OF SCHOOL-AGE CARE

With the numbers of unsupervised children rising and the evidence for quality according to existing research, the National School-Age Care Alliance, in collaboration with National Institute on Out-of-School Time, developed national pilot standards and an

accreditation system for school-age care programs. The purpose of building a national system of program improvement and accreditation for school-age care is to provide a strategic opportunity to impact the lives of millions of children and youth by improving the quality of school-age care programs available to them.

With the appropriate training, these standards for quality school-age care can be used as part of a continuous program improvement model that combines assessment and program improvement. Depending on the results of the assessment, program improvement can take the form of training in staff development in child and adolescent development, teamwork, director management, age-appropriate activities, utilizing volunteers, or other activities.

The revised National Improvement and Accreditation System pilot standards will soon be available. Changes to the standards focus on sensitivity to cultural diversity, allowing more flexibility in activities, and community partners focusing on community service. Upon completion of the pilot phase, the quality standards will provide the basis for a national accreditation process applicable to a wide variety of OST programs. Following are the key concepts from the Assessing School-Age Child Care Quality 1997 NIOST Project that were used to develop the national standards. They are divided into the six elements of quality and provide guidelines on what constitutes a quality school-age care program.

1. Human Relationships

"The staff here are really cool. They do stuff with us and talk with us and we have a lot of fun. It makes me really want to come here."

- Are the staff warm and compassionate? Are they actively involved with children? Do staff treat children with respect? Do staff help children without taking control? Do they work with the children every day to build positive relationships and model communication? Do they help children make informed and responsible decisions? Do staff have realistic expectations of children?
- Do staff-child ratios and group sizes allow staff to meet the children's needs? Are children given enough staff time so they are not rushed? Are there enough staff to handle both an emergency and regular child care?
- Do the staff and families work together to make the transition between home and child care go smoothly? Are the diverse needs of families recognized and viewed as strengths rather than burdens? Are staff responsive to issues affecting the children's lives outside of the program? Are families welcome at the program and do they feel well informed?
- Do the staff and host work well with each other to meet the needs of the children they serve? Are they cooperative, communicative, and respectful of each other? Is there a generally pleasant tone when staff interact in front of children?

2. Indoor Environment

"I like being able to move around to different places. Some days I like going to the gym and some days I like working with the computers. Sometimes I just like to go to the loft and read. The best part is that I can pick where I want to be."

A good program has space that feels cozy and comfortable and has interest areas. Every space can be improved with imagination and enthusiasm. Those who run programs located in "dedicated" space are free to shape that space as they wish. Programs that share space can make the curriculum mobile. Stackable containers, large pillows, moveable storage cabinets, and furniture will help. Design the space around the needs of children and the goals of the program. Look for the following to see if your program has a quality indoor environment:

- Are the space, furniture, and equipment organized to support a wide range of program activities? Are there areas for active play, quiet work and play, messy activities, eating, and various social groupings? Can several activities go on at the same time without disrupting one another?
- Can children get materials out and put them away on their own with ease? Does the space reflect the interests of the children?
- Are there soft, comfortable spaces for relaxation and/or privacy for children who have been in large-group settings all day?
- Is it comfortable? How is the room temperature, ventilation, and lighting? Can people with disabilities get around the space? Can they use the equipment?

3. Outdoor Environment

"The first month I was here I met my friends and we played hopscotch every day. That was the best. Now I'm building a clubhouse with some wood and recy-

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cled material. When it's finished, we're going to make a club."

To promote healthy development, children need to have room to move and run and play. They need a full range of outdoor experiences. These can include gardening, camping, exploring, climbing, running, and jumping. Ideally, there should be as many outdoor choices as there are indoor choices. There should also be places for quiet play. These are not always easy to provide.

Programs in urban areas may not have an outdoor play area. Even if there are outdoor spaces, they may not be safe. Staff and families may need to work together to find an outdoor play area that is safe, and use transportation to get the children to it.

- Is the space clean and comfortable? Is it suitable for a wide variety of activities? Can various activities take place at the same time without crowding?
- Does the equipment allow children to be independent and creative? Is it appropriate for the interests and abilities of all children? Does the space provide safe challenges for children of all ages, including those with special needs?

4. Activities

"I like it best when my friends and I get to plan what we want to do. Last week we made a play and the staff helped us with costumes, and now we're going to perform it for our families at a potluck dinner!"

One of the wonderful aspects of school-age child care programs is their ability to give children the freedom they long for. The children have probably been in a fairly structured environment all day. When they get to an OST program they are looking for flexibility and opportunities for exploration and development. A quality program will provide children with the chance to choose what they want to do and allow them to do it at their own pace.

- Is the daily schedule flexible? Does it meet children's needs for security, independence, and stimulation? Does it give children the opportunity to relax and let off steam? Do children have time to socialize? Can they pursue interests and learn new skills? Can children move from one activity to another at their own pace?
- Are there many different activities for children to choose from? Do the choices include active play, creative arts, opportunities for community service, quiet times, and enrichment activities? Do the activities give children the opportunities to learn in different ways and test out new ideas?
- Are the children involved in planning their own activities? Do activities develop in response to children's interests? (For example, drum-playing can lead to the formation of a band; interest in service can lead to organizing tutoring programs for younger children; a clay activity can lead to a pottery class; an interest in baseball cards can lead to learning about statistics.)

5. Safety, Health, and Nutrition

"They have the best food here. I especially like it when I can help with cooking projects. Also, if I've missed snack and I'm hungry at the end of the day, they always let me have an apple."

School-age children do a lot of running, jumping, falling, and bumping! Children take risks. It can be a struggle to look out for their safety and health and still provide a program that allows them to take the kinds of risks that are natural for them. Children need to be supervised by staff who are trained to handle emergencies.

With many programs open until 6:00 p.m., children need a substantial, nutritious snack to keep them going until they can eat their dinner at home. Children who seem to present behavior problems may be lacking in a healthy diet. Sometimes the way to a child's heart is through the stomach.

- Are the safety and security of the children protected? Do staff know the people the children are released to? Are entrances and exits supervised? Are there any observable safety hazards? Is all play equipment safe for active play? Are staff trained to handle emergencies and equipped with first-aid materials?
- Do staff know how to spot signs of child abuse and know how to report it? Are they able to identify other issues with health and development?
- Are steps taken to protect and improve the health of children? Is the facility clean? Is food served under sanitary conditions? Are practices such as hand washing in place to help prevent the spread of germs?

- Does the program serve healthy foods? Is there enough food to meet the needs of children of all ages and sizes? Is the food available at times when children are hungry? Do the children seem to like the food?

6. Administration

You won't hear children saying, *"I really like the budget this quarter; I really like your staff hiring decisions; I'm glad Mary has been here for three years..."* but you can be sure that the children will benefit if there are adequate resources, low staff turnover, and professional development for staff.

At the core of a quality program is an administration with both experience in school-age child care and strong administrative skills. Good administrators struggle every day to build and maintain programs that are accessible and affordable. The director plays a key role in supporting staff and developing relationships with families and the community. The director also manages program finances and maintains records. It is usually the director who supervises support services such as transportation. Sometimes, though, administrators can't meet their own high standards because of systemic problems. The administrative aspirations of a program might require considering the following:

- Are staff salaries adequate to reduce turnover? Are program fees affordable for families? The answers to these questions often reveal a delicate balancing of resources.
- Are the staff-child ratios low enough?
- Are staff given an orientation to the job before working with children? Are staff asked about their training needs? Do they receive at least ten hours of training per year provided to meet these needs? Do staff receive appropriate support (benefits, wages, discussion time, input into the program) to make their work experience positive?
- Does the financial management of the program support the program goals?

Staff turnover may seem like an administrative issue, but it affects other areas of the program:

- the children's ability to feel secure and experience long lasting relationships with staff;
- the staff's ability to work well as a team;
- the director's ability to keep staff fully trained, even on basic procedures for safety and health; and
- staff knowledge about children's interests and ability to plan activities that will be exciting.

SERVICE AND QUALITY STANDARDS

The next three chapters present several ideas about how service and service-learning activities can be important tools to help enrich out-of-school time programs. In many ways, these ideas also demonstrate how service can support the school-age standards for quality. For example, adult service members who serve as mentors can provide caring and supportive relationships—a powerful predictor of resiliency in children. Some researchers believe that a caring and supportive relationship remains the most critical variable throughout childhood and adolescence (Bernard, 1991). In addition, service-learning can be a vehicle for children and youth to participate and be meaningfully involved and have roles of responsibility within a community—again, another powerful predictor of resiliency in children.

It is also important to note that quality standards apply to all individuals who interact with children and youth. For example, volunteer tutors or mentors require appropriate screening and training to ensure proper placement. Volunteers often have the best intentions, but may lack the skills necessary to relate well with children. Thus, it is important to train volunteers, service members, and program staff on quality standards of OST programs.

There are several resource guides available to help providers and program staff understand more about including service members in OST programs. Some are addressed in the following chapters. Please refer to the appendixes for additional resources.

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Chapter 3

SERVICE AS A STRATEGY IN OUT-OF-SCHOOL TIME

This chapter broadly defines the concept of service and service-learning and provides a summary of national service resources available to out-of-school time programs. For more detailed information on national service resources, see the appendixes.

WHAT IS SERVICE?

Around the country, parents, teachers, community members, business leaders, and students are engaging in service as an important tool to meet the needs of children and youth in the out-of-school time hours. *Service* is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Examples of service include a wide range of activities—from the occasional community volunteer who participates in a neighborhood clean-up, to a part-time retiree caring for a homebound elderly person, to a full-time stipended corps member who organizes others in volunteer activities.

When students engage in service activities as a method to improve academic learning and develop personal skills, this process is called *service-learning*. Service-learning activities often take place as an integral part of a student's coursework, such as an environmental science class that tests water samples for lead in a low-income community. In other cases, service-learning occurs as an extra-curricular activity, such as an after-school tutoring program in which students become better readers by assisting younger children in learning to read. Chapter 5 provides an in-depth look at the limitless possibilities of youth service-learning opportunities.

As demonstrated by thousands of people around the country, service can be an important strategy in meeting the needs of children and youth in the OST hours. For example, community service volunteers can provide extra helping hands; college work study students can serve as tutors and mentors; and young people of all ages can be involved in serving their communities.

As a strategy for OST, national and community service can be used to:

- provide additional resources to increase organizational capacity and support the delivery of quality care; and
- integrate service-learning as an enrichment activity for children and youth to improve academic learning, develop personal skills, and provide a vehicle for them to make a positive difference in their own community.

NATIONAL SERVICE IN OUT-OF-SCHOOL TIME

The Corporation for National Service, created by the National and Community Service Trust Act of 1993, engages Americans of all ages and backgrounds in service to their communities. Through its three main programs—AmeriCorps, Learn and Serve America, and the National Senior Service Corps—the Corporation provides a broad range of service opportunities for Americans of all ages and backgrounds. The efforts supported by the Corporation address the nation's challenges in the areas of education, public safety, the environment, and other human needs—with a strong emphasis on achieving demonstrable results.

The Corporation for National Service combines the best aspects of local control with national support. Programs are selected through a highly competitive process and are held to rigorous quality standards designed to measure impact. The Corporation's programs are public-private partnerships with national and community-based service organizations; corporations and foundations; colleges and universities;

and local police districts. More than two-thirds of national service programs work to address the needs of children and youth, a significant portion of which operate outside the regularly scheduled classroom hours.

AmeriCorps is the national service movement that engages Americans of all ages and backgrounds in service to address the most critical problems in our nation's communities in the areas of education, public safety, the environment, and other human needs. In exchange for a year of service, AmeriCorps members earn a living allowance and an education award to pay back student loans or to finance college, graduate school, or vocational training. Through AmeriCorps*VISTA, AmeriCorps*NCCC, and AmeriCorps*State and National programs, AmeriCorps involves more than 30,000 committed men and women in results-driven community service.

Through *AmeriCorps*State and National* programs, members serve in more than 400 national, state, and local nonprofit organizations. AmeriCorps*State programs are administered by bipartisan state commissions appointed by governors through grants from, and in partnership with, the Corporation for National Service. Most members serve in local nonprofit organizations or education institutions, others serve in state or local government-sponsored programs. In the AmeriCorps*National program, members serve in national or multi-state nonprofits that receive grants directly from the Corporation for National Service.

*AmeriCorps*NCCC* (the National Civilian Community Corps) is a ten-month, full-time residential service program for men and women age eighteen to twenty-four. While the primary focus is on the environment, AmeriCorps*NCCC members also work in education, public safety, and other areas of community needs. AmeriCorps*NCCC combines the best practices of civilian service with key aspects of military service, including leadership and team building. Campuses are located in Charleston, South Carolina.; Denver, Colorado; Perry Point, Maryland; San Diego, California; and Washington, D.C.

*AmeriCorps*VISTA* (Volunteers in Service to America) serves economically challenged communities. For more than thirty years, AmeriCorps*VISTA members have helped increase the capability of people to improve the conditions of their own lives through literacy programs, housing assistance, health education, entrepreneurship, employment training, and neighborhood revitalization. Members of AmeriCorps*VISTA work full-time and live in the communities they serve, creating programs that will continue after they complete their service.

Learn and Serve America engages students from kindergarten through college in community projects that integrate service and learning. Learn and Serve America builds on the grassroots service-learning movement by promoting service as a learning opportunity and providing models and resources to schools, universities, and community groups. Students use academic skills to solve real-world problems and learn the value of service, citizenship, and responsibility.

In Learn and Serve America's *school-based programs*, schools plan, implement, and expand service activities for elementary and secondary students. Schools also use Learn and Serve America grants for adult volunteer programs and teacher training.

In Learn and Serve's *community-based programs*, nonprofit community organizations implement, expand, and multiply service-learning programs in local communities. Participants are between the ages of five and seventeen and include students and youth who are not in school.

In Learn and Serve America's *higher education programs*, colleges and universities help create and strengthen community service and service-learning initiatives. A wide array of students and organizations collaborate to address community needs. Grants also support technical assistance for expanding the field of service-learning.

The **National Senior Service Corps**, or Senior Corps, engages a half million Americans age fifty-five and older in results-driven service as Foster Grandparents, Senior Companions, and volunteers in the Retired and Senior Volunteer Program (RSVP). The Senior Corps taps the vast wealth of experience, skills, and talents of older Americans to meet community challenges.

Through the *Foster Grandparent Program*, some 24,000 older Americans serve as extended family members to nearly 80,000 children and youth with exceptional needs. Usually working at least twenty hours a week, Foster Grandparents serve in schools, hospitals, correctional institutions, and Head Start and day care centers. They help children who have been abused or neglected, mentor troubled

teenagers and young mothers, and care for premature infants or children with physical disabilities.

Senior Companions—some 12,000 strong—provide assistance and friendship to seniors who have difficulty with daily living tasks, helping them live independently in their homes instead of moving to more costly institutionalized care. They usually serve two to four clients during their twenty hours of weekly service. Senior Companions receive monthly training in various medical topics—and alert doctors and family members of potential health problems.

RSVP is one of the largest volunteer efforts in the nation—matching programs that need volunteers with some 450,000 older Americans who organize neighborhood watch programs, tutor teenagers, renovate homes, teach English to immigrants, assist victims of natural disasters, and do whatever else their skills and interest lead them to do.

NATIONAL SERVICE GETTING THINGS DONE IN THE OST HOURS

Thousands of AmeriCorps members, Learn and Serve America students, and Senior Corps volunteers serve in out-of-school time programs. National service programs have developed several effective and replicable models for using service as a strategy to expand and enhance OST programs. For example, national service programs operating during the out-of-school time work to:

- Tap the skills and talents of retired and senior volunteers, fostering intergenerational relationships rich in diversity and positive role modeling. *Foster Grandparents and volunteers in the Retired and Senior Volunteer Program provide unique one-to-one support for young children in schools, child care centers, and Head Start programs.*
- Integrate service within academic curricula enabling college and university students to serve as tutors and mentors in neighboring K-12 schools. *The America Reads Challenge—ensuring that all children can read well and independently by the end of third grade—will require a mobilization of appropriately trained reading tutors and partners from all walks of life, working closely with teachers and schools to enhance children's learning. As part of the effort, colleges and universities will devote significant portions of federal work study resources to enable college students to tutor and to provide quality OST programs for young children.*
- Provide the tools and skills necessary to build the capacity and sustainability of volunteer organizations serving children and youth. *AmeriCorps members work directly with families, children, child care providers, and the community by serving in child care settings; providing trainings to child care providers; consulting with child care centers on program improvements; providing resource materials to families; and helping families obtain education, health care, and other services.*
- Involve parents and community volunteers in OST activities. *Most programs have as a basic goal the involvement of individual community members and, through that involvement, sustainability of programs over a long-term basis.*
- Spread the benefits of service by engaging children and youth in service activities and developing a new generation of service leaders. OST programs offer opportunities to engage young people in service. Rather than seeing children and youth only as recipients of others' service, their energy, creativity, and interest in improving their communities can be harnessed during OST. *National service programs will play a leading role in achieving a key goal that emerged from the Presidents Summit for America's Future—to ensure that all young Americans have an opportunity to give back to their communities through their own service.*

YOUTH SERVICE

A study on volunteerism recently released by Independent Sector showed that young people who were asked to serve were three to four times more likely to do so than their peers who were not asked. Of the 51 percent of teenagers who were asked in 1996, 93 percent volunteered. Of the 40 percent of teenagers who were not asked in 1996, 24 percent volunteered. These findings demonstrate that young people are willing to apply their energy, enthusiasm, and new ideas to help meet some of our nation's most pressing needs, such as the need for quality OST programs.

Many young people already serve. According to Independent Sector, 59 percent of twelve- to seventeen-year-olds, and 38 percent of eighteen- to twenty-four-year-olds say they did some service last year. The average teen who served volunteered approximately 3.5 hours per week, or a total of 182 hours per year. In the last two decades, the array of ser-

vice opportunities has expanded as schools, community organizations, religious institutions, and colleges have integrated service into their programming. Youth corps and national service programs such as AmeriCorps and faith-based service corps have expanded dramatically, and young people themselves have played a leadership role in creating opportunities to serve.

Not every service opportunity will yield the kind of results that high-quality experiences provide, and much of service today is not directed toward solving the serious problems our communities are facing. Research suggests that several factors should be present in order to have the maximum impact on the participant and community. The key elements of a high-quality program are as follows:

- Service should be sustained over a period of time (twelve weeks or more).
- Service should have identifiable results and help solve real community problems.
- Service should be structured to include preparation, action, and reflection.

Providing more quality opportunities for young people to serve will pay multiple dividends:

- The 60 million students from kindergarten through colleges represent a powerful resource. There are some functions that especially allow young people to make a contribution. Research shows that engaging older students, including those in high school and middle school, in tutoring younger students improves both students' performance; college students mentoring at-risk youth encourages young people to set higher aspirations; and peer mediation and conflict resolution can be effective in preventing violence among young people.
- High-quality service is a vital way to teach citizenship, responsibility, and discipline; to build skills; to enhance self-esteem; to develop problemsolving abilities, introduce new career options and prepare young people for future work; to improve academic motivation, school attendance, and performance; and to establish a pattern of future service that will continue through adulthood.
- Service answers the need of all young people, rich and poor, for practical experience and an understanding of democratic values in action; and the need to learn how to work with people of different backgrounds and experiences.
- Service requires a different way of thinking about children and youth—not only as the recipients of others' service, but also as providers of much needed service and solutions to community problems if they are given proper support and guidance in high-quality programs.

Community Volunteers

One of the most common ways of using service resources in OST is through the recruitment and placement of community volunteers. With proper training and assistance, volunteers of all ages and backgrounds can become valuable assets as extra helping hands in OST programs. Volunteer responsibilities may include direct service to children through tutoring, mentoring, coordinating group activities, or making special presentations. Volunteers can accommodate individualized attention for children, and some volunteers can be trained to relieve full-time care providers so that providers can attend staff trainings.

Chapter 4

SERVICE AS PART OF DELIVERY IN OUT-OF-SCHOOL TIME

This chapter demonstrates some of the specific ways service resources can help support organizations in the delivery of OST care. Several examples of existing service programs are highlighted, with information on project goals and results.

Following are some examples of effective practices that incorporate service and out-of-school time activities. The information in this chapter was gathered through phone interviews, and effective practices were based on recommendations from the Corporation for National Service. Programs were not assessed using the national standards of quality school-age care.

PARENTS UNITED FOR CHILD CARE (PUCC), MAKING THE MOST OF OUT OF SCHOOL TIME (MOST) BOSTON SCHOOL AGE CHILD CARE PROJECT (BSACCP), AND ACTION FOR CHILDREN TODAY (ACT)

In 1995, AmeriCorps Action for Children Today (ACT) members began working with Parents United for Child Care to enhance the quality of after-school programs throughout the Boston area for children age five to fourteen from low- and middle-income families. Sponsored by PUCC, MOST/BSACCP staff and community members evaluate proposals from local programs and place ACT members in after-school programs throughout the city. ACT members work with the after-school programs to improve different aspects that need enhancement. The Boston program is part of the ACT national initiative of the National Association of Child Care Resource and Referral Agencies.

Goals and Objectives of Parents United for Child Care:

- Increase the supply of quality, affordable child care in Massachusetts.
- Provide a parent voice on public policy issues related to families, children, and the workplace.
- Create an organized constituency for improvements in child care and family policy by empowering parents to effectively advocate in their own interest.
- Work on community and workplace initiatives that guarantee access to quality services and assist parents in their roles as workers and caregivers.

- **Reduce** staff turnover and improve service quality.
- **Build** a professional field of out-of-school time providers.
- **Improve** services for children and youth.
- **Increase** access to out-of-school time programs for Boston families.

Goals and Objectives of Action for Children Today (ACT):

- **Program** Development
  - ★ **Increase** the number of infant/toddler and school-age slots.
  - ★ **Improve** the quality of child care programs through training, on-site consultation, and modeling.
  - ★ **Connect** families to comprehensive services in communities.
- **Participant** Development
  - ★ **Receive** professional training and experience in school-age and infant/toddler care.
  - ★ **Develop** leadership skills.
  - ★ **Improve** parenting and advocacy skills of AmeriCorps members.
- **Community** Building
  - ★ **Contribute** to the development of community child care.
  - ★ **Collaborate** around infant/toddler and school-age care.
  - ★ **Extend** the involvement of child care resource and referral agencies in activities of related groups.
  - ★ **Catalyze** diverse groups of individuals to participate in planning, training, and program activities.

Results:

Between January 1 and March 31, 1997, five ACT members served 239 children in child care programs throughout Boston and trained 466 parents in various areas. The members completed special projects within their programs. One member presented a "fun reading" literacy class to the students in her program.

Why It Works:

- **Service Members/Volunteers:** PUCC places well-trained and dedicated ACT members in out-of-school time programs to enhance quality. There is a competitive process among area programs to take advantage of the helpful resources of the ACT members.

  In addition to their after-school program placements, ACT members work on projects to improve child care in Boston. One member's project involved giving technical assistance to before-school programs, while another member worked on an inclusion initiative to place children with special needs in after-school programs. Projects may include recruiting and managing volunteers, curriculum design and evaluation, or creating a parent involvement manual. This coupling of direct service with work on city-wide reform initiatives gives members an opportunity to impact a large segment of the community.

- **Evaluation:** ACT members evaluate their progress toward their goals on a weekly basis, and produce quarterly and yearly reports. They also have regular meetings with their after-school supervisor to assess the program. Although each after-school program has its own system of evaluation, ACT members encourage the use of the National Institute on Out-of-School Time's *Assessing School-Age Quality Standards*.

  PUCC stresses the importance of engaging community members in the allocation of resources to out-of-school time programs. Their input is invaluable.

- **Partnership:** Many of the after-school programs that the ACT members work in have established partnerships with other community organizations and businesses. ACT members facilitate connections of individual programs to community organizations as well as policymakers and other advocacy groups.

- **Funding:** The many funding sources of PUCC enable the organization to manage the ACT program as part of their regular work. PUCC is partially funded by the MOST initiative, while out-of-school programs in which ACT members work have their own funding sources.

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Advice from the AmeriCorps Project Coordinator:

- Supervision of service members is important.
- Constant communication between service members and supervisors is vital.
- Include only the number of members that is manageable by the program staff.
- Creative problem solving is essential.
- It is important for host agencies to consistently view service members as a valuable resource and project this to the community.

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ENERGY EXPRESS WEST VIRGINIA AND AMERICORPS

Energy Express is a six-week summer reading program for first- to sixth-graders in low-income communities in West Virginia. Established in 1994 in two public schools, the program operated in fifty-five mostly rural schools during the summer of 1997. As AmeriCorps members, college students work with children in Energy Express in small groups on activities involving literacy that make reading fun.

Immediate Goals and Objectives:

- **Help children maintain a healthy diet during the summer by providing two nutritious meals per day.**
- **Continue academic learning to prevent children from "losing ground" during the summer months.**
- **Improve reading skills while making reading meaningful and fun.**
- **Encourage and support the development of community service opportunities for the children who participate.**
- **Encourage children to develop positive relationships with college student mentors.**

Long-Term Goals and Objectives:

- **Promote school success of children living in rural and low-income West Virginia communities.**

Results:

- **Energy Express engaged 326 AmeriCorps members and served more than 2,500 youth in fifty-five sites during the summer of 1997.**
- **Based on pre- and post-test measures, Energy Express youth have shown significant increases in reading comprehension and word identification after participating in the summer program.**
- **In 1997, a survey of AmeriCorps members showed that members made large gains in feelings of personal efficacy and dedication to community service.**
- **Energy Express is also changing parents' perceptions of their children. Before their children's participation in Energy Express, many parents had lost hope and felt that their children had "fallen through the cracks" at school. Energy Express gives children the individual attention they need, and parents see their children as learners.**

In order for a school to be eligible for an Energy Express program, more than 50 percent of the children at that school must be eligible to receive free or reduced-price school lunches. The schools select children most in need of Energy Express programming, and they attend free of charge. Selection is based on low reading scores, special needs, and other high-risk factors.

At Energy Express, the children spend time reading aloud, silently, and one-on-one with their group leader. Acting stories out and doing art and nutrition activities associated with books helps reading become more meaningful for them. Energy Express encourages children to start their own book collections by giving each child one book a week to keep. The children and staff have family-style breakfasts and lunches focusing on nutrition education. The AmeriCorps members serve as adult models for trying new foods, sharing, and healthy eating.

Why It Works:

- **Service Members/Volunteers:** Each AmeriCorps member has his or her own group of five to eight youth for three and a half hours per day for six weeks. Children develop positive relationships with trusted adults. The AmeriCorps members are at Energy Express six hours per day. In addition to working with the children, they make home visits, call parents, and do additional community service projects.

  Energy Express encourages community input into its program. They have many parent and community volunteers, including high school and junior high students. In partnership with the Foster Grandparent Program, senior citizens volunteer at Energy Express. In 1996, Energy Express had an average of 400 hours of volunteering at each site over a six-week period. The project director feels that when people join Energy Express, they are committed to making a difference in the lives of West Virginia youth.

- **Evaluation:** Energy Express designed an intensive evaluation system using both qualitative and quantitative measures with assistance from professors at West Virginia University. Graduate students and other professionals complete case studies of the program by visiting the program and interviewing participants and staff. The central staff of Energy Express visits every site, and weekly site assessments are done to monitor goals.

- **Partnership:** Energy Express is housed in the schools and has good partnerships with local organizations and businesses. Community partners donate money and in-kind supplies, including staff trainings, newspapers, and library resources. The program director says the synergy of all the Energy Express partners is one of the things that makes the program work.

- **Funding:** Energy Express had a budget of over $2 million in 1997. The program receives funding from many diverse local, state, and federal sources. The program director says the great partnerships at the state and local levels enable Energy Express to succeed. In addition, diversified funding strengthens the program and builds ownership.

  There is a lot of collaboration at the local level with city and county boards of education, community action groups, businesses, and social welfare agencies. About 30 percent of Energy Express' total costs were funded by local sources in 1997. The program also receives funding from the state—West Virginia University, the Department of Education, the Department of Education and the Arts, the Department of Health and Human Resources, the Bureau of Employment Programs and others. Six colleges provide work-study funding to support the AmeriCorps members.

Advice from the Energy Express Director:

- A strong and tested model is important, but a program must be open to change and committed to continuous improvement.

- A strong evaluation system makes a program work and provides evidence of the impact of the program.

- Having lots of partners and community members involved adds strength to the program and provides leadership opportunities.

- Multiple funding sources is preferable to relying on one single source of funding.

- Include funding for transportation, particularly in a summer program.

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AMERICORPS SCHOOL'S OUT KIDS CLUB OF NEW YORK CITY

The School's Out Kids Club is an after-school program for second- to fourth-graders housed in twelve schools in Manhattan, Harlem, and the Bronx, with six AmeriCorps members per site. The partnership with AmeriCorps began in 1995. The School's Out Kids Club is part of the School Success Program—a comprehensive program that focuses on youth in low-income communities, helping students achieve school success with an emphasis on literacy. All children in the program live in urban New York City, most are African American or Latino, and the majority come from families with incomes below the national poverty line. The after-school programs incorporate academic and physical activities and community service.

Immediate Goals and Objectives:

- Improve the academic achievement of the youth in the School's Out Kids Club.
- Increase the physical fitness and health of the youth.
- Promote and organize community service opportunities for children in the after-school program.

Long-Term Goals and Objectives:

- Increase parent involvement, especially among men.

Results:

Currently fifty to sixty children attend after-school programs at each site. The children participate in academic activities including homework assistance, tutoring, and chess; physical activities like basketball, hockey, and dance; and community service. Recent projects included a neighborhood clean-up and a History of Harlem Program in which children interviewed older members of the neighborhood about the history of the community and created a book that was donated to the local library.

The School's Out Kids Club has been very successful in recruiting community volunteers to assist the staff, including parents. About ten parents contribute an hour of their time each week to tutor and coach in the after-school program. Community members also volunteer for special events. In addition, older youth who have graduated from the School's Out Kids Club often return to donate their time to help children with homework or sports.

Each site has a monthly newsletter that informs parents about the activities their children participate in and encourages parents to become more involved. The newsletter also recognizes children's achievements in the program.

Why It Works:

- Service Members/Volunteers: The AmeriCorps members are at the children's schools throughout the entire day as assistants to teachers and continue to work with the same children in the after-school programs, building strong relationships with the children. The project director of the School's Out Kids Club says the impact of the AmeriCorps members is immeasurable. The success centers around the mentorship role played by the members.
- Evaluation: The School's Out Kids Club regularly monitors and evaluates progress toward its goals. A parent committee provides continuous feedback and completes biannual program evaluations on the program. In addition, local school principals, teachers, and AmeriCorps members complete internal evaluations. The program is also required by AmeriCorps to present quantitative results on its goals of increasing math and reading test scores and improving physical fitness. So far, the program has consistently met these goals.
- Partnership: Schools in the community have been very receptive to the School's Out Kids Club. The schools benefit from having the AmeriCorps members in the classrooms as assistants to the teachers. Schools have expressed a desire to have more AmeriCorps members working in the program.
- Funding: The School's Out Kids Club receives funding to incorporate AmeriCorps members into their after-school programs. The grant is matched with donations from local and national organizations, both public and private. The School Success Program was also able to secure donations from national sports teams. The program's activities include a Junior Knicks Team and NHL Street Rangers. The New York Knicks recently donated tickets for children on the after-school Junior Knicks Team to attend a basketball game at Madison Square Garden.

Advice from the School Success Program's Project Director:

- The cooperation of schools and principals ensures the success of the program.
- Receptiveness of the schools is key.
- It is important to have a general understanding of national service and to know how to organize high-quality community service programs for children.
- It is crucial for children to have positive adult role models.

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CITY YEAR BOSTON LEFTY PROGRAM

Begun in 1996, LEFTY (Learning Environments For Today's Youth) is an out-of-school time program for middle-school students facilitated by City Year AmeriCorps members. The program runs from 6:00 p.m. to 8:00 p.m. on weekdays and is housed in the YMCA in Roxbury, Boston. Most of the sixth- to eighth-grade students are African Americans from low-income and lower-middle-class families. The City Year members, age seventeen to twenty-four, work with LEFTY youth on developing communication skills and learning to live in a pro-active fashion. Programming includes conflict resolution, violence prevention, educational sports, and creative expression through arts awareness.

Immediate Goals and Objectives:

- Reach middle school youth previously untouched by City Year and the Roxbury YMCA and introduce them to both organizations in the partnership form.
- Provide a safe space where middle-school-age youth can feel ownership and pride.
- Educate LEFTY youth through fun and innovative programming, allowing the youth options they may not have in school.
- Teach LEFTY youth how to think, communicate, and produce in a creative, positive, and self-empowering manner.
- Engage surrounding community organizations, parents, and local businesses through LEFTY events so that as many people as possible can become involved in out-of-school programming.

Long-Term Goals and Objectives:

- Produce a solid foundation for the LEFTY program in order to replicate across the City Year network in Boston. (In 1997-98, the program will expand to three locations in the Boston area.)
- Provide more LEFTY youth with leadership opportunities.
- Teach the youth more about real-life issues through leadership experiences.
- Create a partnership between City Year teams and students where students run parts of programs and service members provide support through guidance and supervision.

Results:

- In the first year of operation, approximately seventy youth attended LEFTY's out-of-school program.
- Many presenters and outside instructors from the area have come to LEFTY and volunteered their services and time.
- Parents often visit the program and have become more involved.
- New and innovative programming has been developed to meet the needs of the youth.
- The project leader says the best thing about LEFTY is the relationships the youth develop with the AmeriCorps members.
- Some youth have been so inspired by the mentor-

ship that they aspire to finish school and become City Year AmeriCorps members.

Why It Works:

- **Service Members/Volunteers**: The combination of dedicated City Year AmeriCorps members and creative programming make LEFTY a popular program for middle school youth in inner-city Boston. To help the youth remain connected and involved, AmeriCorps members contact youth by phone on a daily basis.

- **Evaluation**: LEFTY's inception began with a needs assessment of the community. Results of the assessment shaped the design of the program. With input from staff and youth, LEFTY continues to provide a safe, fun, and educational place for middle school students in the evenings. Regular internal evaluations take place to update the after-school curriculum.

- **Partnership**: LEFTY is very resourceful in designing programming and in recruiting organizations and people to donate money, time, and supplies. Space for LEFTY is provided by the YMCA and the programming is financially sponsored by the Massachusetts Bay Transportation Authority. Teachers have also been very supportive of City Year and have promoted the program in their schools. LEFTY is hoping to increase support from schools and form collaborations with other community organizations during the next year.

- **Funding**: One-third of City Year Boston is funded by AmeriCorps, one-third by private donations, and one-third by corporate sponsorship. There is also a five-dollar registration fee per participant, which is designed primarily to give the youth a sense of ownership.

Advice from LEFTY's Program Leader:

- Do as much research as possible before starting an after-school program.

- Constant evaluation is very important.

- Accessing opportunities for students to be involved in community service is key.

- Actively pursue people for resources. Be clear about goals of the program, what is needed, and the benefits of volunteerism.

- Young people are the resource, not the client.

For more information, contact:
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WEST PHILADELPHIA IMPROVEMENT CORPS - TURNER MIDDLE SCHOOL

Since 1990, the West Philadelphia Improvement Corps (WEPIC) has sponsored a summer program at Turner Middle School in Philadelphia for sixth- to eighth-grade youth. As part of a twelve-week summer service-learning course at the University of Pennsylvania, college students spend five weeks interning at the program. Turner Middle School's program receives funding from Learn and Serve America, and the college student interns are partially funded through AmeriCorps. The program engages middle school students in hands-on learning through curriculums in environmental studies, health, journalism, conflict resolution, and technological competence. Most of the participants in the program come from urban African-American families whose incomes are at or below poverty.

Goals and Objectives:

- Engage students in real-world problemsolving.

- Make education part of community improvement.

- Improve nutrition and health education within the community.

- Increase middle school students' literacy skills.

- Revitalize the schools and communities based on their own efforts.

- Change the learning patterns by using hands-on experience of both the children served and the University of Pennsylvania students.

Results:

- Approximately 100 students are enrolled in Turner's summer program each year.
- Turner Middle School began as the pilot site for WEPIC programming in Philadelphia. There are now thirteen WEPIC schools.
- Youth who come to the summer program before entering sixth grade are more prepared to handle the transition to middle school and are more comfortable at school during the year.
- General school attendance is higher at Turner Middle School than at any other school in the city for both students and teachers.
- The level of violence and the number of serious incidents, including suspensions, in schools with WEPIC programs has decreased significantly.
- Students in the summer program are more likely to become leaders in service-learning activities.

Why It Works:

- Service Members/Volunteers: The college students interning at Turner Middle School are extremely diverse and come from many racial and economic backgrounds. Some students are part-time AmeriCorps members as Pennsylvania Service Scholars. Public school teachers are an integral part of the Turner Middle School summer program, where they are able to develop and test service-learning curriculums. The college students help develop the curriculum and serve as teachers and mentors. They are dedicated to the program and often return during the school year to work in the school's before- and after-school programs.
- Evaluation: Evaluation occurs throughout the program. Service members keep journals and the program gets feedback from teachers.
- Partnership: The partnership between the Philadelphia school district, the University of Pennsylvania, and WEPIC is key to the successful program. In order to reach the program goals, WEPIC, Turner Middle School, and the University of Pennsylvania have remained committed to the neighborhood for the past eleven years and understand that longevity and partnership-building are crucial to their success. Turner Middle School is kept open for the summer program, and public school staff are supported through the school district. University of Pennsylvania provides housing for summer interns and AmeriCorps members, stipends, salary for coordinators, and course credit for interns.
- Funding: A Learn and Serve America grant provides funds for Turner Middle School and other Philadelphia public schools for resources and materials on service-learning. Some of the college students are part-time AmeriCorps members, while others receive funding from the Scott Paper Company Foundation and other endowments. The WEPIC summer internship program began with a grant from the UPS Foundation. Other supporters include the Pennsylvania Department of Labor and Industry, the Pennsylvania Department of Education, the Corporation for National Service, the Ford Foundation, the Kellogg Foundation, the DeWitt Wallace-Reader's Digest Fund, and the U.S. Departments of Labor and Education. The University of Pennsylvania has provided extensive in-kind support to the program.

Advice from Turner Middle School's Program Liaison:

- Long-term commitment is crucial.
- Maintain optimism!
- Be able to share praise as well as responsibility.
- Match the priorities of your institution with the priorities of your community.
- Assess community needs.
- Believe that children can be agents of change in their community.
- Maintain strategic and focused programs—recognize the limits.

For more information, contact:

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BROWN ELEMENTARY SCHOOL'S EDUCATIONAL OUTREACH PROGRAM

The Educational Outreach Program (EOP) at Brown Elementary School in Denver, Colorado, is an after-school program that began in 1994, and first incorporated AmeriCorps*National Civilian Community Corps (NCCC) members in 1996-97. EOP serves low-income youth in kindergarten through fifth grade, most whom are homeless. The program's main purpose is to increase the academic achievement of homeless youth while providing a safe and stable after-school environment. The AmeriCorps*NCCC members also help the EOP students in their classrooms during the day, providing individualized attention and instruction.

Immediate Goals and Objectives:

- Increase academic achievement of homeless youth, particularly in reading and math.
- Help make homework completion a priority for after-school students.
- Provide more individualized attention to target students.
- Promote classroom participation.
- Assist teachers in classroom tutoring and supervision.
- Supplement teachers' curricula with innovative classroom lessons and learning activities.
- Lend emotional support to needy children.
- Raise the self-esteem of the children through academic success.
- Build positive social and life skills to help youth achieve their goals.

Long-Term Goals and Objectives:

- Add more activities, volunteers, and youth.
- Increase parent involvement.
- Add adult education classes in English as a Second Language and computer training.

Results:

- Students who had consistently failed spelling tests are now receiving "A"s. Their reading abilities have improved entire grade levels, and weaker students have caught up with their classmates.
- Sixty children attended EOP at Brown Elementary in 1996-97, with a waiting list for others who want to participate.
- EOP was able to increase the number of children served by 100 percent with AmeriCorps*NCCC members' assistance.
- The AmeriCorps*NCCC members individually tutored Brown Elementary students 986 hours.
- The program director says that children not only enjoy the program, but have benefited immensely in terms of academic improvement and growth. Teachers at Brown Elementary say many youth would not be doing their homework if it were not for the encouragement and assistance from the after-school program staff.
- Homework assistance is the primary focus of EOP, but youth also play board games (which teach fair play, how to lose well, and math and reading skills), participate in physical education class with Denver Parks and Recreation, work on art projects, and go on field trips.

Why It Works:

- Service Members/Volunteers: AmeriCorps*NCCC members are eighteen to twenty-four years old and work in groups of twelve to thirteen for six to nine weeks from 10:00 a.m. to 5:30 p.m. every day. The expansion of EOP into the school day has had a significant effect on the children's academic performance. The members help with programming in the after-school program and assist with lesson planning in the classrooms. They are trained in the psychology of homelessness, attention deficit hyperactivity disorder (ADHD), and other issues that affect the children in the program. In addition, EOP has a grant to pay middle school youth volunteers ten dollars a week to help younger children with homework in Brown Elementary's after-school program. EOP is also helping middle school youth set up bank accounts to learn how to save their money.
- Evaluation: EOP staff members are part of a community task force concerned with meeting the needs of homeless youth. The after-school program at Brown Elementary uses formal assessments on a regular basis to evaluate the progress of the students and Denver public schools.

- **Partnership**: EOP's most important partners are Brown Elementary and the Denver public schools. The school district provides the project director (a full-time teacher at Brown Elementary) and a paraprofessional. Brown Elementary provides the site for the after-school program. Businesses in the community support EOP through in-kind donations. The Denver Parks and Recreation Department provides a certified physical education instructor to play sports with the youth twice a week.

- **Funding**: EOP does not have a budget or receive regular funding, but Brown Elementary provides many in-kind resources, and the remaining funds come from donations and grants. Local restaurants and food banks donate snacks for the after-school program. Currently a grant allows children who move out of the area to receive free bus tokens so they can continue to attend Brown Elementary and maintain stability in their lives. This helps immensely with academic achievement as well as social and emotional development.

Advice from Brown Elementary EOP's Program Leader:

- Creating a program that children want to attend makes all the difference.
- Parent, teacher, and community support helps to make a program successful.
- It is important to establish and maintain community contacts.
- Training volunteers is a big task, but a necessity.
- Organization is very important.

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GRANDMA PLEASE - RSVP OF GREATER CLEVELAND

Established in 1995, Grandma Please is an RSVP (Retired and Senior Volunteer Program) activity coordinated through the intergenerational resource center, an RSVP volunteer station in Greater Cleveland. Senior volunteers speak via telephone with children who are alone at home during after-school hours. Grandma Please serves fourth- to sixth-grade students, mostly African Americans, from twenty-two urban schools in Cleveland.

Immediate Goals and Objectives:

- The main purpose of Grandma Please is to serve lonely children home alone who want someone to talk to about problems, concerns, and events that happened during the day, and to help with homework.
- Although the "Grandparents" are trained to deal with crises, Grandma Please is not a crisis hotline.

Long-Term Goals and Objectives:

- Grandma Please's goal is to expand the program into the summers and into more schools in the area.
- RSVP would like to recruit more volunteers of ethnic diversity, particularly African Americans.

Results:

- In 1996-97, eighteen volunteers received approximately 2,700 calls from children home alone.
- Although it is unlawful in Ohio to leave children

under fourth grade alone at home, calls were received from younger children who were home alone.

- Many youth trust their "Grandparent" as a reliable adult they can speak to in confidence.
- The RSVP executive director says the best thing about Grandma Please is that it meets a significant community need, and volunteers are happy to know they are making a difference in the lives of these children.

Why It Works:

- Service Members/Volunteers: The unique nature of a phone program allows seniors who cannot leave their homes to contribute to their community. Grandma Please gives seniors an opportunity to remain productive, contributing members of their community while sharing their wisdom, skills, and experience with younger generations—and in the process, alleviate their own loneliness. Volunteers are thoroughly screened and receive extensive training before becoming official "Grandparents." The training is key to the success of the program. "Grandparents" learn how to initiate conversations with youth, improve their listening skills, and deal with crises. A part-time social worker is on staff at the Intergenerational Resource Center in case a volunteer needs additional assistance.
- Evaluation: Extensive research of the community and publicity for the program were done before Grandma Please set up its phone lines. The program was modeled after a successful Grandma Please program in Chicago, which provided important technical assistance and guidance.
- Partnership: Grandma Please has been a successful collaboration with the Intergenerational Resource Center of Fairhill Center for the Aging—a respected and well-known organization in the community. Grandma Please received a grant from a Cleveland phone company (Ameritech), which provided funds for the first three years, a central switchboard, a volunteer switchboard operator, and a large initial publicity campaign. The local schools also invited volunteers to come in, talk about the program, and organize parent information meetings.
- Funding: Ameritech continues to provide a switchboard and volunteer operator for the Grandma Please program. Grandma Please is a station of RSVP, 40 percent of which is funded as a Senior Corps program by the Corporation for National Service.

Advice from Grandma Please:

- Be aware of the potential effects of welfare reform on increasing numbers of children who need programs like Grandma Please. Children who once had a parent at home may now be home alone because their parents are working or doing community service.
- Many older adults work well with children. Both generations can benefit emotionally and socially from the relationship.
- Extensive research is important before starting a program to understand the needs of the community and how best to reach them.

For more information, contact:
Margaret McCarthy, Executive Director
RSVP of Greater Cleveland
2611 Church Avenue
Cleveland, OH 44113
(216) 566-9192

AMERICORPS*VISTA AND BOYS AND GIRLS CLUB OF SANTA FE

The Boys and Girls Club provides out-of-school programming for children and youth ages six to seventeen after school and in the summer. Programming takes place in a central facility in Santa Fe and five satellite sites in suburban and rural areas outside the city. The children served are of all backgrounds, though a high percentage are Hispanic or Native American youth or from single-parent homes. Programming is often free or very inexpensive and includes arts and crafts classes, athletics (including a basketball court and swimming pool), karate classes, two libraries (one for younger children and one for teens), computers, and field trips. In a partnership that began in 1993, the Boys and Girls Club of Santa Fe and AmeriCorps*VISTA members work to improve services for families and children in Santa Fe and surrounding areas. The AmeriCorps*VISTA members helped create new parent and family programs to expand the Boys and Girls Club into a community center.

Immediate Goals and Objectives:

- Maintain a positive place for youth to go during out-of-school time.
- Give youth opportunities for positive behavior and life skills to be productive in the community.
- Continue to attract and keep teenagers involved in the program.

Long-Term Goals and Objectives:

- Expand the Boys and Girls Club—especially in the satellite centers—to include more family and community programs, including adult GED classes, parent classes, community college extension classes, and mentoring.
- Encourage adult community service.
- Build a bigger central facility in Santa Fe.
- Create and implement a more extensive evaluation system incorporating parents, youth, and community members.

Results:

- The central facility in Santa Fe serves 500 to 600 youth per day during the summer and 250 to 300 youth every day in the after-school program. Each satellite facility serves approximately 100 to 150 each day in the summer and 100 in the after-school programs.
- The crime rate in county housing areas where the Boys and Girls Club satellites have been established has dropped by 50 percent.
- The Boys and Girls Club has a scholarship program that sent thirteen students to college in 1997. Six Boys and Girls Club scholarship award recipients have graduated from college and are now working for the Boys and Girls Club or other agencies in the Santa Fe area.
- The director of the Boys and Girls Club says the program works because it serves and tailors programming to youth who need help and attention.

Why It Works:

- Service Members/Volunteers: The four AmeriCorps*VISTA members at the central facility in Sante Fe spend the majority of their time expanding the Boys and Girls Club into a community center. Service members focus on the logistics of setting up and finding staff and participants for GED and parent classes. They also recruit community volunteers for service in the Boys and Girls Club and in the neighborhood. The program director says that the Boys and Girls Club would never be able to run the community programs without the AmeriCorps*VISTA members. The Boys and Girls Club now requires that parents give four hours of community service per month to allow their child(ren) to attend the programs at the Club.
- Evaluation: AmeriCorps*VISTA members complete ongoing membership needs assessments in the community. They also have weekly meetings with staff and write quarterly reports. At the end of their service, they administer an extensive evaluation. The Boys and Girls Club is working on a more advanced system of evaluation to document progress toward goals as well as future needs.
- Partnership: The Boys and Girls Club has an excellent relationship with the schools. Occasionally, when schools have discipline problems, they ask the Boys and Girls Club to come in to present conflict management and other programming. When the Boys and Girls Club had to relocate during renovation of the facility, the public school welcomed the program into the schools. The Boys

and Girls Club also provides meals for other youth programs in the area, serving 2,000 to 3,000 meals per day. A school provides its cafeteria and kitchen for free.

- **Funding**: The budget of Boys and Girls Club has increased every year, and in 1997-98 it topped at $1 million. The majority of funding is federal, from the Office of Juvenile Justice and Delinquency Prevention and the remainder is from state, county, and city governments and private grants. Members who come to the Boys and Girls Club pay according to a sliding fee scale—the lowest-income families pay $30 per week. However, the program never turns anyone away for not being able to afford the fee.

Advice from the Boys and Girls Club Director:

- Running a program like the Boys and Girls Club takes a lot of time and dedication.
- Community involvement is essential.
- People in the community are the best resources for assessing community needs.

For more information, contact:

Al Padilla, Executive Director
Boys and Girls Club of Santa Fe
P.O. Box 2403
730 Alto Street
Santa Fe, NM 87504
(505) 983-6632

PlusTime NEW HAMPSHIRE

PlusTime NH was formed in 1990 to help communities build coalitions to start school-age child care programs and support existing programs. In September 1997, the PlusTime NH program incorporated the Corporation for National Service's AmeriCorps, VISTA, RSVP, and Learn and Serve America programs with PlusTime NH to enhance a statewide organization that directly serves almost 2,000 first- through eighth-grade low-income youth in after-school programs. The program's focus is on conflict resolution, environmental education, and establishment of new after-school programs.

Goals and Objectives:

- Encourage and support development of accessible, affordable, and enjoyable programs for school-age youth throughout New Hampshire.
- Increase the capacity and/or number of after-school programs. A significant number of children throughout the United States have been identified as having no access to licensed after-school programs. The project will provide the needed technical assistance to allow communities to open successful programs for youth.
- Improve the quality of care in day care settings. Based on three areas of concern (space, human relationships, and use of time), many programs are determined to be inadequate. This project will address these quality indicators, mobilizing a volunteer network trained to implement research-based curriculum.
- Prevent morbidity and mortality due to vehicular accidents, suicide, and violence. The project will start after-school programs for youth and focus on conflict resolution curriculums as an alternative to such behaviors.
- Decrease the use of alcohol, tobacco, and other drugs among children and youth. The project will introduce anti-tobacco curriculum, posters, handouts, etc., through a volunteer network. The use of alcohol and drugs will be addressed through prevention programs focusing on areas such as general life skills, goal-setting, decisionmaking, and friendship-making.
- Decrease teenage pregnancy. Additional programs will be created as alternatives to unsupervised afternoons.
- Establish community coalitions to improve services to youth. The project will facilitate the communication between various community organizations such as schools, child care providers, cultural institutions, libraries, churches, and recreation departments, thereby expanding and improving after-school programs for youth.

The Results:

PlusTime NH is the first collaboration of its kind in the nation. The program will serve 1,000 to 2,000 youth in thirty to forty new programs, and impact another 3,000 to 5,000 youth with its curriculum. The early success of PlusTime NH is due to partnerships it has already created with schools, businesses, and other organizations throughout the state.

Why It Works:

- **Service Members/Volunteers:** The service members for the PlusTime NH program will be Learn and Serve America students, AmeriCorps members, AmeriCorps*VISTA members, and RSVP (Retired and Senior Volunteer Program) volunteers. About 400 people are being recruited to serve in the PlusTime NH program.

- **Evaluation:** Needs assessments are distributed throughout the communities where new PlusTime NH programs are to be implemented. Formal evaluations on each piece of the project and curriculum are planned.

- **Partnership:** PlusTime NH's Advisory Board includes many prominent citizens of New Hampshire, including the State Commissioner of Education. The schools in New Hampshire have a long-standing, strong relationship with the organization, as do businesses, organizations, and educators. PlusTime works with the University of New Hampshire Cooperative Extension, State Parks and Recreation, YMCA, YWCA, Department of Education, Department of Health and Human Services, and Boys and Girls Clubs.

- **Funding:** PlusTime NH's budget for the first year is $250,000 and comes from a state health care grant, federal sources, foundations, and the Bureau of Substance Abuse.

Advice from PlusTime NH Program Director:

- Collaboration and diversity are key.

For more information, contact:

Cynthia Billings, Director
PlusTime NH
160 Dover Road, Suite 1
Chinchester, NH 03234
Phone: (603) 798-5850
Fax: (603) 798-5861
plustime@granite.interwebb.com

Chapter

SERVICE-LEARNING ACTIVITIES FOR CHILDREN AND YOUTH IN OUT-OF-SCHOOL TIME

This chapter defines service-learning and examines ways that service-learning can contribute to out-of-school time activities.

Service to the community is a lifelong obligation of citizenship. It is an ethic that is learned early in life and spans the educational, employment, and social institutions that form the basic building blocks of American society. Teaching and learning through service are fundamental to the educational process and the development of good citizens. Integrating service-learning into the curriculum of schools and out-of-school time programs can strengthen communities, enrich the lives of individuals who perform service, and help solve the nation's most critical problems.

WHAT IS SERVICE-LEARNING?

Service-learning is a method by which students improve academic learning and develop personal skills through structured service projects that meet community needs. Service-learning builds upon students' service activities by providing them with the opportunity to learn by preparing, leading, and reflecting upon their service experiences. For an activity to be considered service-learning, it must be organized, meet real community needs, have carefully stated learning objectives, and provide for reflection. Additionally, service-learning projects in schools and colleges should be integrated into the school curriculum and be coordinated with the community.

SERVICE-LEARNING TAKES PLACE IN SCHOOL AND IN OUT-OF-SCHOOL TIME

In service-learning programs based in schools and colleges, service-learning is integrated directly into the academic curriculum. Students in kindergarten through graduate school apply their academic skills, knowledge, and abilities to projects that meet community needs. Educators facilitate learning by creating opportunities for students to understand and analyze their service experiences in the context of their coursework. Often, service projects are integrated into all facets of the school curriculum. Service-learning facilitates the linkage of theoretical and practical knowledge in order to improve both schooling and communities.

In other service-learning programs, youth work through local organizations to design and implement community service projects. Community-based programs offer youth the opportunity to learn by doing. By playing a significant role in planning and developing their service projects, youth gain practical skills, self-esteem, and a sense of civic responsibility as they work to support important community activities.

SERVICE-LEARNING BENEFITS OUT-OF-SCHOOL TIME PROGRAMS IN TWO PRIMARY WAYS

- Out-of-school time programs can build their capacity to meet community needs by utilizing students from schools and colleges who are engaged in service-learning projects. Graduate and undergraduate students in over 1,000 colleges and universities are involved in service-learning programs. Many high school students are also engaged in service-learning projects. These students have time and skills that may be available to out-of-school time programs. Program staff who want to identify these students can contact their local college or university community service or service-learning office. They may be searching for OST programs to create partnerships with.

O Out-of-school time programs may develop service-learning projects with others in the community. Service-learning builds both academic and social skills in young people while helping to meet local community needs.

The Alliance for Service-Learning in Education Reform (ASLER), a group composed of service-learning practitioners and advocates from programs across the nation, has defined and described effective service-learning projects in schools, applicable to out-of-school time as well.

a) [a method] under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community.

Meaningful service-learning projects demand thoughtful and collaborative planning. All of the partners in a project should design and organize service-learning projects that engage young people in active, hands-on experiences that improve the community and are relevant to the young people's lives and developmental needs. An excellent initial step is to conduct a community inventory that identifies the needs and assets of the neighborhood. This inventory can drive the creation of service-learning projects and can help identify appropriate partners for the project. In addition, this planning phase allows for a thoughtful integration of the program's existing priorities with the priorities identified in and by the community.

b) [a method] that is integrated into the students' academic curriculum or provides structured time for students to think, talk, or write about what they did and saw during the actual service activity.

By painting a mural at a local senior center, tutoring other young people, or cleaning up a river, youth make their communities better places to live. It is also important for young people to think about what they are doing once they get involved. Critical reflection on service activities helps young people see how service connects them to their neighbors and community and how they can become engaged in community and public life. Structured reflection offers the opportunity to review the service completed, discuss problems and obstacles, plan the next phase of a project, and reward a task well done. It also allows young people to think about the larger scope of their activity—how decisions are made, how difficulties are overcome, and the creative ways they work together to complete the project. Reflection helps to give young people the skills and information they need to get things done for a lifetime.

c) [a method] that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.

Effective service-learning programs provide structured opportunities for young people to link theory with practice—to tie concepts they have learned to the solution of real-world problems. As students learn new skills—reading, addition, methods of scientific inquiry—service-learning projects give them the opportunity to apply these skills in a real way. This process helps to strengthen young people's own skills and helps them to better meet community needs. Service-learning can be an effective strategy in linking out-of-school time programs with the school-day curriculum. Young people learning geometry, for example, can be encouraged to use those skills by making wreaths for senior citizens or by building step-stools for a preschool center.

d) [a method] that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Central to effective service-learning programs is a theme of caring. Service-learning programs help students develop a sense of caring for others by teaching them about concepts of concern, empathy, and the benefits of service. Above all, effective service-learning programs exemplify caring and the development of mutually beneficial relationships between young people and others in the community.

The Corporation for National Service promotes service-learning through each of its programs—AmeriCorps, the National Senior Service Corps, and Learn and Serve America. Learn and Serve America takes as its essential mission the promotion and support of service-learning in schools, institutions of higher education, and community-based organizations. Learn and Serve America provides funds and training and technical assistance resources to schools, colleges, and community organizations that create new service-learning programs, replicate

existing service-learning programs, or provide training and development of staff, faculty, students, and community partners. Specific programs address local needs in at least one of the following areas—education, public safety, the environment, and other human needs. Learn and Serve America provides opportunities for more than a million young people, and their teachers and other adult partners, to connect meaningful community service experiences with academic learning, personal growth, and civic responsibility.

SERVICE-LEARNING WORKS

A 1997 study by Brandeis University and Abt Associates shows that students who participate in effective service-learning programs:

- improve their academic grades;
- are more committed to service;
- are more aware of community needs;
- are more socially responsible;
- are more accepting of cultural diversity;
- are more positive about their school experience; and
- are more likely to want to attend four-year colleges.

IDEAS FOR SERVICE-LEARNING PROJECTS

The possibilities for service-learning activities are endless. During school and in out-of-school time, young people in service-learning programs:

- preserve native plants;
- design neighborhood playgrounds;
- teach younger children to read;
- teach conflict resolution skills to others;
- provide peer education on AIDS;
- test local water quality;
- create wheelchair-accessible ramps to their schools;
- install smoke detectors;
- prepare food for the homeless;
- develop urban community gardens;
- construct community murals;
- start school and neighborhood recycling programs; and
- much more.

One key to good service-learning programs is the creation and development of long-term relationships among the partners in the project. Great service can be provided when the partners in the project are able to communicate well and trust one another. If residents of a senior citizens' home are uncomfortable with neighborhood youth—perhaps because of a prior experience or ethnic prejudice—steps need to be taken to strengthen the bonds between youth and seniors. What is important is to determine what the community needs by working with community residents and officials to determine those needs—and then to work with them to determine how to address those needs together.

Another key is to engage young people in the process of critical thinking and problemsolving that accompanies the creation and maintenance of a complex initiative. While an eleven-year-old may not be ready to understand all of the problems that cause high levels of illiteracy in his or her neighborhood, he or she can understand that first-graders are having trouble learning to read and help to devise a solution to that problem. Then the young person can act to solve the problem. The eleven-year-old can become a peer tutor by creating books, taking younger children to the library, reading to and with younger children, and writing with younger children.

For more information about service-learning and Learn and Serve America, contact:

Learn and Serve America
Corporation for National Service
1201 New York Avenue, N.W.
Washington, D.C. 20525
(202) 606-5000
www.learnandserve.org

APPENDIXES

A. National Service Programs and Application Requirements

B. National Service State Offices

C. State Commissions on National and Community Service

D. State Education Agencies

E. School-Age Care Information and Resource Sharing Via the Internet

F. Other Out-Of-School Time Resources

G. Research and Statistics on Out-of-School Time

Appendix A

NATIONAL SERVICE PROGRAMS AND APPLICATION REQUIREMENTS

The Corporation for National Service, created by the National and Community Service Trust Act of 1993, engages Americans of all ages and backgrounds in service to their communities. Through its main three programs—AmeriCorps, Learn and Serve America, and the National Senior Service Corps—the Corporation provides a broad range of opportunities for Americans to serve our communities and our nation. The efforts supported by the Corporation address the nation's challenges in the areas of education, public safety, human needs, and the environment—with a strong emphasis on achieving direct and demonstrable results.

The Corporation for National Service combines the best aspects of local control with national support. The Corporation operates with a bipartisan board of directors and an entrepreneurial management team and workforce. Programs are selected through a highly competitive process and are held to rigorous quality standards designed to measure impact. The Corporation's programs are public-private partnerships with national and community-based organizations.

Corporation for National Service
1201 New York Avenue, N.W.
Washington, DC 20525
www.nationalservice.org

Program Area		*Grant Opportunities*
AMERICORPS	STATE	AmeriCorps*State funds local and state programs that directly address education, public safety, environmental, and other human needs at the community level. Service activities should reflect a well-developed strategy that is unified programmatically by a mission, theme, and program elements, including training and technical assistance. State Commissions grant formula and competitive funding to local and state organizations and agencies. Formula funds are competed for at the state level. Competitive funds are competed for at the state level, followed by a national competition.
	NATIONAL DIRECT	AmeriCorps*National funds national nonprofits, multi-state initiatives, and professional corps to directly operate programs, replicate successful models, or provide subgrants to local chapters for programming in four areas - education, environment, public safety and other human needs. All activities should reflect a well-developed national strategy that is unified programmatically by a mission, theme, and program elements, including training and technical assistance. Funding is available through national competition for service activities in two or more states.
	EDUCATION AWARDS	Through a simplified application process, national, state, and local organizations can apply for education awards for their service participants. Education awards are available through either statewide or national competitions to support community service within organizations that can largely or entirely cover the cost of service programs without additional Corporation support.
	VISTA	Funding is available through the Corporation State Offices for projects in low-income communities that help people improve their lives through education, literacy programs, employment training, economic development, housing assistance, health, and public safety. Activities should focus on building organizational and community capacity and mobilizing local resources needed to sustain projects long after the grants end.
	NCCC	Teams of AmeriCorps*NCCC members led by a team leader are available to help organizations with projects in four areas—environment, education, public safety, and other human needs.
NATIONAL SENIOR SERVICE CORPS	RSVP	Project grants are available through statewide competitions.
	SENIOR COMPANIONS	Project grants are available through statewide competitions.
	FOSTER GRANDPARENTS	Project grants are available through statewide competitions.
LEARN AND SERVE AMERICA	K-12	Project grants are available through statewide competitions.
	HIGHER EDUCATION	Project grants are available through statewide competitions.

Eligible Applicants	*Application Deadline*	*Range of Awards and Total FY96 Budget*	*Match Requirements*	*Administering Agency/Contact*
States, District of Columbia, Puerto Rico, nonprofit organizations, and professional corps.	Application deadlines are established by the state commissions. Generally, state commission deadlines are between January and February.	Approximately $11,000 per full-time member and education award. Average cost per member cannot exceed $11,250.	Applicants must provide a cash match of 15 percent of members' living allowances and cash or in-kind of 33 percent of the overall operating costs.	State Commissions
Multi-state organizations, national nonprofits, and tribes and territories.	Application deadline is April 15, 1998.	Approximately $11,000 per full-time member and education award. Average cost per member cannot exceed $11,250.	Applicants must provide a cash match of 15 percent of members' living allowances and cash or in-kind of 33 percent of the overall operating costs.	Corporation for National Service
State and local government agencies, nonprofit organizations, and institutions of higher education.	Application deadlines will be set at the state and national level by State Commissions and the Corporation for National Service, respectively.	Approximately $500 per full-time equivalent and education award.	Applicants must provide all program support costs (except $500 per full-time equivalent) and all member stipends.	State Commissions (for state-level submissions) and Corporation for National Service (for national competition)
Federal, state, and local government agencies and private nonprofit organizations.	Organizations may apply for funding year-round based on the availability of funding.	N/A (Total FY96 est.$41,235,000, plus $5,024,000 for Literacy Corps activities)	No match requirements.	Corporation for National Service
Federal, state, and local government agencies and private nonprofit organizations.	Organizations may apply year-round based on the availability of teams. Teams are generally available for projects between November and July.	N/A	Organizations are expected to cover the cost or provide materials, tools, and technical training, and on-site supervision as needed to complete the project.	Corporation for National Service and its five AmeriCorps*National Community Civilian Corps campuses
State and local government agencies and private nonprofit organizations.	N/A	$2,500-$667,480 (Total FY96 est. $34,949,000)	10 percent for Year 1 20 percent for Year 2 30 percent for Year 3	Corporation for National Service
State and local government agencies and private nonprofit organizations.	N/A	$20,732-$402,673 (Total FY96 est. $31,155,000)	10 percent of total budget	Corporation for National Service
State and local government agencies and private nonprofit organizations.	N/A	$12,200-$1,634,993 (Total FY96 est. $62,237,000)	10 percent of total budget	Corporation for National Service
States, territories, Indian tribes, and nonprofit organizations.	N/A	$44,629-$2,283,492 (Total FY96 est.$32,250,000)	10 percent for Year 1 20 percent for Year 2 30 percent for Year 3	State Commissions (community-based programs) and State Education Agencies (school-based programs)
Institutions of higher education or public/nonprofit agencies working in partnership with a higher education institution.	N/A	$30,000-$300,000 (Total FY96 est. $10,750,000)	50 percent or greater	Corporation for National Service

NATIONAL SERVICE PROGRAM CONTACTS

Office	Programs
AmeriCorps 1-800-942-2677 TDD 1-800-833-3722	AmeriCorps*National Programs AmeriCorps*NCCC AmeriCorps*Tribes and Territories AmeriCorps Education Awards Programs (National)
Learn and Serve America (202) 606-5000 TDD (202) 565-2799	Learn and Serve America Higher Education Programs Learn and Serve America: Tribes & Territories (school-based programs)
National Senior Service Corps 1-800-424-8867 TDD 1-800-833-3722	National Senior Service Corps Retired Senior Volunteer Program (RSVP) Foster Grandparent Program Senior Companion Program
Corporation for National Service State Offices (see Appendix B)	AmeriCorps*VISTA National Senior Service Corps Retired Senior Volunteer Program (RSVP) Foster Grandparent Program Senior Companion Program
State Commissions on National and Community Service (see Appendix C)	AmeriCorps*State Programs AmeriCorps Education Awards Programs (State) Learn and Serve America: Community-Based Programs
State Education Agencies (see Appendix D)	Learn and Serve America: School-Based Programs

Appendix B

NATIONAL SERVICE STATE OFFICES

The Corporation for National Service's State Offices are the main points of contact for many national service programs and activities within each state. State offices develop programs, provide oversight, and provide funding and technical assistance to AmeriCorps*VISTA and National Senior Service Corps programs. For information on AmeriCorps*VISTA or Senior Corps programs in your state, contact your state office listed below.

Alabama
Mr. John Timmons
Corporation for National Service
950 22nd Street, Suite 428
Birmingham, Al 35203
Phone: 205-731-0027 Fax: 205-731-0031

Alaska
Mr. Billy Joe Caldwell
Corporation for National Service
915 Second Avenue
Suite 3190
Seattle, WA 35203
Phone: 206-220-7736 Fax: 206-553-4415

Arizona
Mr. Richard Persely
Corporation for National Service
522 North Central, Room 205A
Phoenix, AZ 85004-2190
Phone: 602-379-4825 Fax: 602-379-4030

Arkansas
Mr. Robert Torvestad
Corporation for National Service
Federal Building, Room 2506
700 West Capitol Street
Little Rock, AR 72201
Phone: 501-324-5234 Fax: 501-324-6949

California
Ms. Gayle Hawkins
Corporation for National Service
Federal Building Room 11221
11000 Wilshire Boulevard
Los Angeles, CA 90024-3671
Phone: 310-235-7421 Fax: 310-235-7422

Colorado
Ms. Gayle Schladale
Corporation for National Service
One Sherman Place
140 E. 19th Avenue, Suite 120
Denver, CO 80203-1167
Phone: 303-866-1070 Fax: 303-866-1081

Connecticut
Mr. Romero A. Cherry
Corporation for National Service
1 Commercial Plaza, 21st Floor
Hartford, CT 06103-3510
Phone: 860-240-3237 Fax: 860-240-3238

Delaware/Maryland

Mr. Jerry Yates
Corporation for National Service
One Market Center, Box 5
300 West Lexington Street, Suite 702
Baltimore, MD 21201-3418
Phone: 410-962-4443 Fax: 410-962-3201

Florida

Mr. Henry Jibaja
Corporation for National Service
3165 McCrory Street, Suite 115
Orlando, FL 32803-3750
Phone: 407-648-6117 Fax: 407-648-6116

Georgia

Mr. David A. Dammann
Corporation for National Service
75 Piedmont Avenue, NE
Atlanta, GA 30303-2587
Phone: 404-331-4646 Fax: 404-331-2898

Hawaii/Guam/American Samoa

Ms. Lynn Dunn
Corporation for National Service
300 Ala Moana Boulevard
Room 6326
Honolulu, HI 96850 0001
Phone: 808-541-2832 Fax: 808-541-3603

Idaho

Mr. Van Kent Griffitts
Corporation for National Service
304 North 8th Street, Room 344
Boise, ID 83702-5835
Phone: 208-334-1707 Fax: 208-334-1421

Illinois

Mr. Timothy Krieger
Corporation for National Service
77 West Jackson Boulevard, Suite 442
Chicago, IL 60604-1922
Phone: 312-353-3622 Fax: 312-353-5343

Indiana

Mr. Thomas L. Haskett
Corporation for National Service
46 East Ohio Street, Room 457
Indianapolis, IN 46204-1922
Phone: 317-226-6724 Fax: 317-226-5437

Iowa

Mr. Joel Weinstein
Corporation for National Service
Federal Building, Room 917
210 Walnut Street
Des Moines, IA 50309- 2195
Phone: 515-284-4816 Fax: 515-284-6640

Kansas

Mr. James M. Byrnes
Corporation for National Service
444 SE Quincy, Room 260
Topeka, KS 66683-3572
Phone: 785-295-2540 Fax: 785-295-2596

Kentucky

Ms. Betsy Irvin Wells
Corporation for National Service
Federal Building, Room 372-D
600 Martin Luther King Place
Louisville, KY 40202-2230
Phone: 502-582-6384 Fax: 502-582-6386

Louisiana

Mr. Willard L. Labrie
Corporation for National Service
640 Main Street, Suite 102
Baton Rouge, LA 70801-1910
Phone: 504-389-0471 Fax: 504-389-0510

Maine/New Hampshire/Vermont

Mr. Peter Bender
Corporation for National Service
91-93 North State Street
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Phone: 603-225-1450 Fax: 603-225-1459

Massachusetts

Mr. Mal Coles
Corporation for National Service
10 Causeway Street, Room 467
Boston, MA 02222-1038
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Michigan

Ms. Mary Pfeiler
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211 West Fort Street
Suite 1408
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Phone: 313-226-7848 Fax: 313-226-2557

Minnesota

Mr. Robert Jackson
Corporation for National Service
431 South 7th Street, Room 2480
Minneapolis, MN 55415-1854
Phone: 612-334-4083 Fax: 612-334-4084

Mississippi

Mr. Roktabija Abdul Azeez
Corporation for National Service
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Jackson, MS 39269-1092
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Missouri

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Corporation for National Service
801 Walnut Street
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Phone: 816-374-6300 Fax: 816-374-6305

Montana

Mr. Joe R. Lovelady
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208 North Montana Avenue
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Helena, MT 5960-3837
Phone: 406-449-5404 Fax: 406-449-5412

Nebraska

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Corporation for National Service
Federal Building, Room 156
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Lincoln, NE 68508-3896
Phone: 402-437-5493 Fax: 402-437-5495

Nevada

Mr. Craig Warner
Corporation for National Service
4600 Kietzke Lane, Suite E-141
Reno, NV 89502-5033
Phone: 702-784-5314 Fax: 702-784-5026

New Jersey

Mr. Stanley Gorland
Corporation for National Service
44 South Clinton Avenue
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Trenton, NJ 08609-1507
Phone: 609-989-2243 Fax: 609-989-2304

New Mexico

Mr. Ernesto Ramos
Corporation for National Service
120 S. Federal Place
Room 315
Santa Fe, NM 87501-2026
Phone: 505-988-6577 Fax: 505-988-6661

New York

Mr. Bernard A Conte
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6 World Trade Center
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North Carolina

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Ohio

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Oregon

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Pennsylvania
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Corporation for National Service
Gateway Building, Room 2460
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Puerto Rico/Virgin Islands
Ms. Lorette de Cordova
Corporation for National Service
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150 Carlos Chardon Avenue
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Rhode Island
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South Carolina
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Tennessee
Mr. Alfred E Johnson
Corporation for National Service
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Nashville, TN 37228
Phone: 615-736-5561 Fax: 615-736-7937

Texas
Mr. Jerry G. Thompson
Corporation for National Service
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Austin, TX 78701-3747
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Utah
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Wisconsin
Ms. Jane Balsiger
Corporation for National Service
Henry Reuss Federal Plaza
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Milwaukee, WI 53203-2211
Phone: 414-297-1118 Fax: 414-297-1863

Wyoming
Mr. Patrick Gallizzi
Corporation for National Service
Federal Building, Room 1110
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Cheyenne, WY 82001-3649
Phone: 307-772-2385 Fax: 307-772-2389

Appendix C

STATE COMMISSIONS ON NATIONAL & COMMUNITY SERVICE

State Commissions on National and Community Service have a front-line responsibility for selecting and supporting AmeriCorps*State programs and Learn and Serve America Community-Based programs within their state. In addition, the commissions work closely with the Corporation for National Service to strengthen service and volunteerism at the state level. State Commissions on National and Community Service are directed by bipartisan state boards appointed by the governor. Most often, the commission offices are housed in the governor's office. For more information on AmeriCorps*State or Learn and Serve America Community-Based programs in your state, contact your state commission office listed below.

Alabama

Ms. Elaine Wiggins
Alabama National and Community Service State Commission
Governor's Office
The State House, Suite 224
Montgomery, AL 36104
Phone: 334-242-7110 Fax: 334-242-2885

Alaska

Ms. Michelle Anderson
Alaska State Community Service Commission
333 West 4th Avenue, Suite 220
Anchorage, AK 99501
Phone: 907-269-4659 Fax: 907-269-4635

Arizona

Ms. Michelle Lyons-Mayer
Arizona National and Community Service Commission
1700 West Washington Street, Suite 101C
Phoenix, AZ 85007
Phone: 602-542-3461 Fax: 602-542-3520

Arkansas

Ms. Betty Hicks
Arkansas Commission on National and Community Service
Donaghey Plaza South, 7th & Main, Suite 1300
Little Rock, AR 72201
Phone: 501-682-6717 Fax: 501-682-1623

California

Dr. Linda Forsyth
California Commission on Improving Life Through Service
1121 L Street, Suite 600
Sacramento, CA 95814
Phone: 916-323-7646 Fax: 916-323-3227

Colorado

Mr. Greg Geissler
Colorado State Commission
1313 Sherman, Suite 500
Denver, CO 80203
Phone: 303-866-4900 Fax: 303-866-4992

Connecticut

Ms. Sandy Santy
Connecticut Commission on National and Community Service
Deptartment of Higher Education
61 Woodland Street
Hartford, CT 06105
Phone: 860-566-6154 Fax: 806-566-7865

Delaware

Ms. Deborah Beris, Acting Director
Delaware Commission on National and Community Service
Carvel State Office Building—4th Floor
820 North French Street
Wilmington, DE 19801
Phone: 302-577-6650 Fax: 302-577-6828

Florida

Mr. Fred Sanguiliano
Governor's Commission on Community Service
444 Appleyard Drive
Tallahassee, FL 32304-2895
Phone: 904 921-5172 Fax: 904-921-5146

Georgia

Ms. Lynn Thornton
Georgia Commission on National and Community Service
2020 Equitable Building
100 Peachtree Street
Atlanta, GA 30303
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Hawaii

Mr. Issac Watson
Hawaii State Commission on National and Community Service
Office of Community Services
830 Punchbowl Street, Room 420
Honolulu, HI 96813
Phone: 808-586-8675 Fax: 808-586-8685

Idaho

Ms. Kelly Houston
Idaho Commission for National and Community Service
500 South 10th Street
P.O. Box 83720
Boise, ID 83720-0018
Phone: 208-334-2013 Fax: 208-334-2108

Illinois

Ms. Jeanne Bradner
Illinois Commission on Community Service
Illinois Deptartment of Commerce and Community Affairs
100 West Randolph, Suite 3—400
Chicago, IL 60601
Phone: 312-814-5940 Fax: 312-814-7236

Indiana

Mr. Joe Smith
Governor's Commission on Community Service and Volunteerism
302 West Washington Street, Room E220
Indianapolis, IN 46204
Phone: 317-233-4273 Fax: 317-233-5660

Iowa

Ms. Barbara Finch
Iowa Commission on Community Service
150 East Des Moines Street
Des Moines, IA 50309
Phone: 515-281-9043 Fax: 515-281-9033

Kansas

Ms. Patricia Kells
Kansas Commission on National and Community Service
200 Southwest 6th
PO Box 889
Topeka, KS 66603
Phone: 913-234-1423 Fax: 913-234-1429

Kentucky

Ms. Dwen Chester
Kentucky Community Service Commission
State Office Building, Room 923
501 High Street
Frankfort, KY 40622
Phone: 502-564-5330 Fax: 502-564-7987

Louisiana

Ms. Sara Sims
Louisiana Serve Commission
263 Third Street, Suite 610
Baton Rouge, LA 70802
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Maine

Ms. Maryalice Crofton
Maine Commission on National and Community Service
Maine State Planning Office/State House
184 State Street—Station #38
Augusta, ME 04333
Phone: 207-287-5300 Fax: 207-287-6489

Maryland

Ms. Kathryn Shulman
Governor's Commission on Service
300 West Preston Street, 6th Floor
State Office Building
Baltimore, MD 21201
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Massachusetts

Ms. Kate Mehr
Massachusetts National and Community Service Commission
87 Summer Street, 4th Floor
Boston, MA 02110
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Michigan

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Michigan Community Service Commission
111 South Capitol Avenue—Olds Plaza Building
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Minnesota

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Minnesota Commission on National and Community Service
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Mississippi

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Mississippi Commission for National and Community Service
3825 Ridgewood Road
Jackson, MS 39211-6453
Phone: 601-982-6738 Fax: 601-982-6790

Missouri

Mr. Curtis Hendricks
Missouri Community Service Commission
c/o Lt. Governor's Office, Capitol Building
3225 West Truman Boulvevard, Suite 101
Jefferson City, MO 65109
Phone: 573-751-7488 Fax: [illegible]26-0463

Montana

Mr. Charles W. Briggs
Montana Community [illegible] Advisory Council
State Capitol, Room [illegible]
Helena, MT 59620
Phone: 406-444-5547 Fax: [illegible]1118

Nebraska

Mr. Thomas Miller
Nebraska Commission for National and Community Service
State Capitol—6th Floor
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Nevada

Ms. Kathalie Kohle
Nevada Commission for National and Community Service
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Las Vegas, NV 89155
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New Hampshire

Mr. Tim Dupre
New Hampshire Commission on National and Community Service
64 Old Suncook Rd.
Concord, NH 03301
Phone: 603-229-3406 Fax: 603-229-3408

New Jersey

Ms. Rowena Madden
New Jersey Commission on National and Community Service
c/o New Jersey Department of Education—Office of Innovative Programs
100 Riverview Plaza, CN 500
Trenton, NJ 08625
Phone: 609-633-9629 Fax: 609-633-9825

New Mexico

Ms. Barbara Otto
New Mexico Commission for National and Community Service
Children, Youth and Family Department
300 San Mateo, NE, Suite 602
Albuquerque, NM 87108
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New York

Ms. Nikki Smith
New York Commission on National and Community Service
Division of the Budget
State Capitol—Room 2254
Albany, NY 12224
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North Carolina

Ms. Jacquie Kennedy
North Carolina State Commission on National and Community Service
North Carolina Governor's Office of Citizen Affairs
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Raleigh, NC 27603
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Ohio

Ms. Kitty Burcsu
Governor's Community Service Commission
51 North High Street, Suite 481
Columbus, OH 43215
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Oklahoma

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Oklahoma City, OK 73104
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Oregon

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PSU/CSC—369 Neuberger Hall
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Pennsylvania

Ms. Karen S. Fleisher
PennSERVE: The Governor's Office of Citizen Service
Department of Labor and Industry
1304 Labor & Industry Building, Seventh & Forster Streets
Harrisburg, PA 17120
Phone: 717-787-1971 Fax: 717-787-9458

Puerto Rico

Dr. Jorge Luis Reyes
Puerto Rico State Commission of Community Service
La Fortaleza
Calle La Fortaleza
San Juan, PR 00902-0082
Phone: 787-721-7877 Fax: 787-725-3598

Rhode Island

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Rhode Island Commission for National and Community Service
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Phone: 401-331-2298 Fax: 401-331-2273

South Carolina

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South Carolina Commission on National and Community Service
Governor's Office on Volunteerism
1205 Pendelton Street, Room 422
Columbia, SC 29201
Phone: 803-734-1118 Fax: 803-734-2495

Tennessee

Ms. Carol White
Tenn. Commission on National and Community Service
Andrew Jackson Building
500 Deaderick Street, 14th Floor
Nashville, TN 37243
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Texas

Ms. Barbara DuBose
Texas Commission on Volunteerism and Community Service
Stephen F. Austin Building
1700 North Congress, Ste 310 (P.O. Box 78701)
Austin, TX 78711-3385
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1530 North Technology Way
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Virginia
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Governor's Office of Volunteerism
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West Virginia
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West Virginia Commission for National and Community Service
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Wisconsin
Ms. Martha Kerner
Wisconsin Division of Energy and Intergovernmental Relations
101 East Wilson Street, 6th Floor
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Madison, WI 53707-7868
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Wyoming
Ms. Beverly Morrow
Wyoming Commission for National and Community Service
Herschler Building, 1st Floor West
122 West 25th Street, Room 1608
Cheyenne, WY 82002
Phone: 307-777-5396 Fax: 307-638-8967

Appendix D

STATE EDUCATION AGENCIES

State Education Agencies administer funds for Learn and Serve America's School-Based programs. School-Based programs integrate service-learning directly into the academic curriculum for elementary and secondary school students. Students apply their academic skills, knowledge, and abilities to service projects that meet community needs. Educators facilitate learning by creating opportunities for students to understand and analyze their service experiences in the context of their coursework. Schools and school districts interested in applying for funding should contact their state education agency contact listed below.

NOTE: Local programs and nonprofits should contact their state commission office to inquire about Learn and Serve America's Community-Based program funds.

Alabama State Department of Education
Ms. Barbara Boland or Dr. Ed Richardson
P.O. Box 302101
Gordon Persons Building
Montgomery, AL 36130-2101
Phone: 334-242-8199
Fax: 334-242-0496
bboland@sdenet.alsde.edu

Arizona Department of Education
Ms. Trudy Rogers
1535 West Jefferson Bin #39
Phoenix, AZ 85007
Phone: 602-542-2037
Fax: 602-542-3359

California Department of Education
Mr. Wade Brynelson
P.O. Box 944272
Sacramento, CA 94244-2720
Phone: 916-653-3314
Fax: 916-657-4611

Colorado Department of Education
Ms. Elaine Andrus
201 E. Colfax Avenue
Denver, CO 80203
Phone: 303-866-6897
Fax: 303-830-0793

Connecticut State Department of Education
Ms. Betty Schmitt
P.O. Box 2219, Room #227
Hartford, CT 06145
Phone: 860-566-1961
Fax: 860-566-2957

Delaware Department of Public Instruction
Dr. Peggy Dee
John G. Townsend Building
P.O. Box 1402
Dover, DE 19903-1402
Phone: 302-739-4667
Fax: 302-739-2388

District of Columbia Public Schools

Ms. Beverly O'Bryant
Rabaut Administration Building
2nd & Peabody Streets, NW
Washington , DC 20011
Phone: 202-541-5928; 202-576-6171
Fax: 202-576-6178

Florida Department of Education

Mr. Joe Follman
Center for Civic Education
930 West Park Avenue
Tallahassee, FL 32306-2059
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Georgia Department of Education

Mr. Richard A. Grover
School Support Services Unit
1762 Twin Towers East
Atlanta, GA 30334-5040
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Hawaii Department of Education

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Honolulu, HI 96816-4444
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Idaho Department of Education

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Indiana Department of Education

Ms. Janell Heidenreich
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Indianapolis, IN 46204-2798
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Iowa Department of Education

Mr. Joseph P. Herrity
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Kansas State Department of Education

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Kentucky Department of Education

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Maryland State Department of Education
Mr. Luke Frazier
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Massachusetts Department of Education
Ms. Debbie Scire
350 Main Street
Malden, MA 02148-5023
Phone: 617-388-3300 ext. 272
Fax: 617-388-3396
dscire@doe.mass.edu

Michigan Department of Education
Ms. Angelia Salas (Interim)
Olds Plaza Building
111 S. Capitol Avenue
Lansing, MI 48913
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mjl.victori.salasa@state.mi.us

Minnesota Department of Children, Families and Learning
Dr. Marlys J. Bucher
652 Capitol Square Building
550 Cedar Street, Room #682
Street Paul, MN 55101-2273
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marlys.bucher@state.mn.us

Mississippi Department of Education
Mr. Clarence Lovelady
P.O. Box 771
Jackson, MS 39205
Phone: 601-359-3602
Fax: 601-359-3708

Missouri Department of Elementary and Secondary Education
Mr. Ron Jewell
400 Dix Road
Jefferson City, MO 65109
Phone: 573-526-4894
Fax: 573-526-3897

Montana Office of Public Instruction
Ms. Linda V. Peterson
P.O. Box 202501
Helena, MT 59620-2501
Phone: 406-444-5726
Fax: 406-444-3924
lpeterson@opi.mt.gov

Nebraska Department of Education
Mr. Merle Rudebusch
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987
Phone: 402-471-4812
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merle_r@nde4.nde.state.ne.us

Nevada Department of Education
Ms. Janet Wright
700 East 5th Street
Carson City, NV 89710
Phone: 702-687-9197
Fax: 702-687-9101

New Hampshire Department of Education
Ms. Judy Averbach
101 Pleasant Street
Concord, NH 03301
Phone: 603-271-3719
Fax: 603-271-1953

New Jersey Department of Education
Ms. Maria Rosado
CN 500
Trenton, NJ 08625-0500
Phone: 609-633-8014
Fax: 609-633-9825

New Mexico Department of Education
Ms. Carmen Endlich
300 Don Gaspar
Santa Fe, NM 87501-2786
Phone: 505-827-6664
Fax: 505-827-4041

New York State Education Department
Mr. Stan Hansen
Bureau of College, School and Community Collaboration
Cultural Education Center, Room 5C64
Albany, NY 12230
Phone: 518-486-5202
Fax: 518-474-7468
shansen@higher. nysed.gov

North Carolina Department of Public Instruction
Dr. Norman Camp, Staff Assistant
Office of Instructional Accountability Service
301 North Wilmington Street
Raleigh, NC 27601-2825
Phone: 919-715-1504
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Ohio State Department of Education
Ms. Charlotte Jones Ward
65 South Front Street, Room #1009
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Fax: 614-728-3058
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Oklahoma State Department of Education
Mr. Charles Mohr
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Phone: 405-521-4795
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Oregon Department of Education
Ms. Marilyn Walster
Public Service Bldg.
255 Capitol Street, NE
Salem, OR 97310-0203
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Pennsylvania Department of Education
Ms. Dorothy Hershey
333 Market Street
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Phone: 717-783-7089
Fax: 717-783-6617

Department of Education of Puerto Rico
Ms. Janet Santana
P.O. Box 190759
Hatorey, PR 00918
Phone: 809-759-8910
Fax: 809-751-6192

Rhode Island Department of Elementary and Secondary Education
Ms. Diana Crowley
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255 Westminster Street
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Phone: 401-277-2691 x2167
Fax: 401-277-2537

South Carolina Department of Education
Dr. Kathy Gibson Carter
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Fax: 803-734-3525
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Tennessee Department of Education
Ms. Jan Bushing
6th Floor Gateway Plaza
710 James Robertson Parkway
Nashville, TN 37243-0375
Phone: 615-741-0345
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Texas Education Agency
Ms. Ande England

The University of Texas at Austin
Charles A. Dana Center
NSA Annex 1.202
2613 Speedway
Austin, TX 78712
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Vermont Department of Education
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Virginia State Department of Education
Dr. Neils Brooks
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Office of Superintendent of Public Instruction
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West Virginia Department of Education
Mr. W. Jack Newhouse
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East Charleston, WV 25305-0330
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Wisconsin Department of Public Instruction
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Madison, WI 53707-7841
Phone: 608-266-3569 or 715-425-3759
Fax: 608-267-1052 or 715-425-4479
pottssj@mail.state.wi.us

Wyoming Department of Education
Mr. Roger Hammer
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
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Fax: 307-777-6234

Appendix I

SCHOOL-AGE CARE INFORMATION AND RESOURCE SHARING VIA THE INTERNET

Lillian Coltin

Project Associate

MOST Initiative

INTRODUCTION

Technology and telecommunication is changing the way the world communicates. But change can be difficult. For some, the acceptance of computers into their lives has been slow. Others label themselves "computerphobic" and maintain a safe distance at all times. As professionals who work with school-age children, however, it is important to become comfortable with technology. While computer software and the Internet can provide an important learning activity for children and youth in your program, technology also offers professional growth opportunities for you and your staff. This paper aims to increase your understanding of how technology is entering the field of school-age care.

Technology is beginning to be used more and more in the field of school-age care (SAC). But before we discuss these SAC technology developments, let's review some of the basic components of this new communication method: the Internet, World Wide Web, E-mail and electronic discussion groups.

The Internet

Join the National Institute on Out-of-School Time (NIOST) on a journey along the Information Super Highway.

Get anywhere from HERE

Our URL is:
http://www.wellesley.edu/WCW/CRW/SAC/
(type exactly as shown, including all capital letters)

Stop at the NIOST home page to learn about our current projects, publications and trainings and to explore the Center for Research on Women and Wellesley College where we are located. Here you will find may avenues to travel. Click on the words highlighted in color to link to documents, calendar of events, and resource lists on NIOST's computer system or go around the world to other hot web sites with information about the school-age care field.

Where can you go?

One exciting trip to take is to the MOST Initiative. The MOST Initiative was designed in partnership with the NIOST, which is serving as national manager for the project. Here you can learn about the national goals for this community based project. Next visit the 3 MOST cities: Boston, Chicago and Seattle. Each site is committed to improving the experiences of school-age children in their communities. Children, youth and parents can search for out-of-school time activities, while program staff can find out about training opportunities.

OTHER PATHS to take from the NIOST home page...

- International- gain new and exciting multicultural perspectives and information by traveling the globe. Click on ENSAC and see what an international coalition between Sweden, the Netherlands, England and Belgium is doing to improve the quality of children's and young people's lives.
- Links to CyferNet (Children, Youth, and Family Education and Research Network) and its networks. This site includes child care and child development information in Spanish and English, and it provides help to Cooperative Extensions in

disseminating child care information through the National Network for Child Care (NNCC).

- Jump to NCCIC's (National Child Care Information Center) mecca of resources, including: the full text of Child Care Bulletin, and a list of organizations serving child care and related professions (including contact information, with Web addresses, where applicable).
- Further your professional education at Wheelock College, Concordia College, and Child Care Career Institute (CCIC).
- E-mail individual members of NIOStreet
- Request information and publications from the NIOST clearinghouse.

Designed to help make information of interest to SAC professionals easy to find, the NIOST home page can help you locate web sites you need. The site currently organizes links of interest to SAC professionals under six subject areas:

1. Resources related to SAC policy
2. Resources related to SAC programming
3. Technical Assistance for those in SAC
4. Funding resources
5. Technology resources
6. General resources

Looking for the Children's Defense Fund? Check under "SAC Policy Resources." There you will find a link to the Children's Defense Fund and other organizations and resources of interest to SAC advocates. The "What's New" feature keeps you informed of changes since your last visit.

Stepping out on Your Own:

- Search Engines—The world wide web provides a multitude of search engines (e.g. AltaVista, Excite, Infoseek, Lycos & Yahoo) which allow you to explore the inner depths and far reaches of the Internet world. The benefit of using a search engines is that you can find wonderful information about curriculum activities, administration, news articles, etc. using your own key words.

* ERIC/EECE search—This is a great clearinghouse on elementary and early childhood education issues which is also available on the web. You can find information on the physical, cognitive, social, educational and cultural development and education of children. To journey through their collection visit the NIOST home page and click on the ERIC/EECE link.

The NIOST web site is continually updated. If you have comments that you feel would improve the page, please send them to our webmistress: lcoltin@wellesley.edu

E-mail (electronic mail) is your Vehicle to SAC-L Not only does E-mail allow you to correspond one-on-one with people you know, you can also join "listservs" and discuss, deconstruct, and debate issues of common intereStreet You can connect with your colleagues instantaneously and get support from people who face the same daily challenges of working in the SAC field. Keep informed about what is happening in public policy. Find out about upcoming conference events. Learn about funding opportunities.

To reach out to the SAC community it is as easy as joining the SAC-L world-wide discussion group. Co-owned by NIOST and the ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) at the University of Illinois at Urbana-Champaign, SAC-L is where administrators, caregivers/teachers, policy-makers, parents, and others interested in school-age care share ideas, resources, problems, and solutions over the internet—24 hours a day, 7 days a week.

To subscribe to SAC-L:

1. Send an E-mail message (without your E-mail signature, if you have one) to: listserv@postoffice.cso.uiuc.ed
2. Leave the subject line blank.
3. Type: subscribe SAC-L "Your Full Name Here"

   (substituting your own name, without brackets, for "Your Full Name Here" above) in the first line of the message area, for example, subscribe sac-l Jane E. Doe
4. Send the message.

Once the list manager has added your E-mail address to SAC-L, you will receive a welcome message about

the list and can now post messages to everyone on the list at the sac-l@postoffice.cso.uiuc.edu address.

To unsubscribe from SAC-L:

1. Send a one-line E-mail message to: listserv@postoffice.cso.uiuc.ed

2. Type: signoff SAC-L

You should receive a note confirming your signoff within a few minutes (although sometimes it can take an hour or two).

Netiquette:

- Provide your audience with adequate context:
  Use meaningful subject lines.
  Quote the E-mail to which you are responding.
  Avoid pronouns.

- Be aware of page layout issues:
  Have short paragraphs.
  Have lines under seventy-five characters.
  Have the entire E-mail under twenty-five lines.

- Find replacements for gestures and intonation:
  Smileys :-) •) •P ;-).
  Asterisks.
  Capital letters.
  Typed-out vocalizations.
  White space.
  Lower-case letters.
  Creative punctuation.

Archive Feature:

There is this nifty feature in SAC-L, which archives all of the messages, and allows you to access them at any time.

Books and Articles:

Internet for Kids: A Beginner's Guide to Surfing the Net, by Ted Pedersen and Francis Moss, Price Stern Sloan, Inc. 1995

A to Z: The Early Childhood Educator's Guide to the Internet, by the ERIC?EECE staff with an introduction by Bonnie Blagojevic, 1995. ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 W. Pennsylvania Avenue, Urbana, IL 61801-4897. Tel. (217) 333-1386.

NCCIC Internet Guide: How to Access Child Care Information on the Internet, compiled by staff of the National Child Care Information Center, the Guide will be available on NCCIC's Home Page on Internet (http://www.ericps.crc.uiuc.edu/nccic/nccichome.html). Print version published August 1996. Electronic version prepared February 1997.

Child Care Bulletin, Child Care Bureau, May/June 1996 (Issue 9).

TECHNOLOGY IN THE SCHOOL-AGE CARE FIELD

The following are examples of how technology is being used to support the school age field.

1. Making the Most of Out-of-School Time (MOST Initiative)
http://www.wellesley.edu/WCW/CRW/SAC/ (case sensitive)

Contact: MOST Project Director—Joyce Shortt
617-283-2526
National Institute on Out-of-School Time
Center for Research on Women
Wellesley College, Wellesley, MA 02181
e-mail: jshortt@wellesley.edu

In 1994, the DeWitt Wallace-Reader's Digest Fund made an unprecedented commitment to school-age child care by launching the MOST Initiative, a $6.5 million project aimed at systematic community-based change to improve the quality and availability of out-of-school care for children. MOST was designed in partnership with the National Institute on Out-of-School Time (NIOST) at the Wellesley College Center for Research on Women. The SACCProject, with over 15 years of action research and expertise in the field of school-age care, provides the national scope and vision to oversee the effort. This initiative will enable communities to utilize collaborative strategies to address the needs of youth, especially those from low-income families, during the hours they are not in school and most often at risk.

After a one-year planning process, three cities—Boston, Chicago, and Seattle—were selected in May, 1995, to receive grants of up to $1.2 million for implementation of a three-year Action Plan. Action Plans were developed through an intensive collaborative process that allowed for providers, parents, foundations, community leaders, educators, children, and other concerned individuals to assess needs, develop strategies, and generate substantial matching funds. Although each plan is unique to the needs of its particular communities, they all focus on achieving the following national MOST Initiative goals for school-age care:

- increased public awareness of the need for out-of-school care

- increased numbers of children served
- program start-up and improvement
- participation in a national accreditation project (See NIAS/ASQ Description)
- increased professional development and in-service training opportunities for providers
- development of a college-based academic program culminating in a degree or certificate
- implementation of financial assistance programs for families in need of school-age care and practitioners interested in career development
- information and resource sharing via the Internet
- development of a local school-age conference to be held annually
- local fund raising to sustain the project's goals

The Wellesley NIOST staff work closely with each community to provide technical assistance and comprehensive training support. In addition, the NIOST facilitates communication between sites and other interested parties at national conferences and annual retreats to do problem solving and to share lessons learned. DeWitt Wallace-Reader's Digest Fund has also hired an independent research organization, Chapin Hall Center for Children, to conduct a multi-year evaluation of the MOST Initiative. At the conclusion of the Implementation Phase (1998), the NIOST will synthesize and disseminate a wide range of technical assistance materials for application in other communities, with the goal of initiating systematic changes at a national level to better serve the needs of children and youth in their out-of-school time. Boston, Chicago and Seattle are each working to achieve the national MOST goals in their own unique ways. Highlights of their activities are described on the following pages.

Boston MOST
Contact: Boston MOST Coordinator: Laura Gang
Parents United for Child Care
Boston School Age Child Care Project
30 Winter Street, 7th floor
Boston, MA 02108-4720
phone: 617-426-8288
fax: 617-542-1515
e-mail: gang@pucc.com

http://www.wellesley.edu/WCW/CRW/SAC/most-boston.html

Boston MOST maintains a homepage with links to some of its collaborative partners such as Boston Public Library, Child Care Careers Institute, and Arts in Progress.

Chicago MOST
Contact: Chicago MOST Coordinator: Leonette Coates
Day Care Action Council of Illinois
4753 N. Broadway, Suite 1200
Chicago, IL 60640
phone: 773-564-8872
fax: 773-561-2256
e-mail: chgomost@interaccess.com

http://homepage.interaccess.com/chgomost/

Internet Database Related to Children and Youth
A collaborative venture involving Chicago MOST, the Chicago Youth Agency Partnership, and Children and Youth 2000 is working to develop a database related to children and youth in the Chicago area. There are 446 Chicago-based organizations among these collaborating agencies alone. They include child care centers, youth-serving agencies, drop-in centers, universities and colleges, health care providers, advocacy organizations, religious organizations, corporations, and government agencies.

The following list provides a sampling of what this database seeks to accomplish:

- Vastly improve communication efforts required to create system-wide change.
- Make available information about professional competencies for youth workers, child care workers, and nonprofit leaders and managers as well as advertise the availability of training and educational opportunities based on these competencies.
- Provide linkages to information on models and best practices locally, regionally and nationally in such areas as prenatal care, gang intervention, and other child and youth development topics.
- Significantly increase the involvement of youth, parents, community members and organizers in policy/advocacy efforts by making timely information immediately available to them and rapid responses possible.

- Provide direct access for parents and youth to information such as where to have a child immunized and what out-of-school activities are available in a particular community.

- Reduce the isolation of workers, parents, and other caregivers that each day counsel, challenge and care for children and youth.

It is anticipated that this database will receive widespread direct use by parents, youth, and professionals through access on the Internet via public schools, public libraries, park district programs, and in-home computers. Other locations for access are also being explored, such as day care centers, corporations, and building lobby directories. In addition to developing their own database, once the collaborators and other stakeholders get on-line, they will be able to access a variety of other local, regional and national databases related to children and youth.

Seattle MOST
Contact: Seattle MOST Project Manager: Adrienne Bloom
School's Out Consortium/YWCA
1118 5th Avenue
Seattle, WA 98101
phone: 206-461-3602
fax: 206-461-4860
e-mail: 103155.3335@compuserve.com

http://www.pan.ci.seattle.wa.us/seattle/dhhs/most/index.htm

Technology and Access to School-Age Care
Seattle MOST created a free database for parents and youth to access information about 300 out-of-school time programs in Seattle. The database is available via the internet and is also available on-line and in hard copy directories at all Seattle Public Libraries, Public School Libraries and community-based agencies serving low-income families, families of color and families with children with special needs. The database features a simple search form which asks users to specify in which neighborhood or school area they are searching for a program; and what type of activities interest them. The result is a list of programs tailored to individual needs, which can be displayed and/or printed. Additionally, printed neighborhood directories of programs will be published to give parents a resource guide. Community outreach continues to play an important role in ensuring that this service is widely utilized.

2. National School-Age Care Alliance (NSACA)
The North Carolina School-Age Care Coalition is leading the nation in the first pilot of a statewide system for school-age care accreditation. The system will be based on the National Improvement and Accreditation System (NIAS), developed by the National School-Age Care Alliance (NSACA) and the National Institute on Out-of-School Time at Wellesley College (NIOST). This pilot project is funded by a grant from the American Business Collaboration for Quality Dependent Care.

Besides promoting community awareness of accreditation, the recruitment and training of endorsers, and ASQ Advisor and First Steps Training, the North Carolina School-Age Care Coalition will also have a database which can be used to track inquiries about accreditation, responses to individual inquiries, and dissemination of materials. Through Internet access and a home page, school-age programs can review information about the accreditation process, standards and strategies for program development. The home page will include information of interest to parents, potential funders and the public at large. In addition to accreditation information via computer, anyone in North Carolina will also be able to obtain accreditation information through a toll-free telephone number. Contact: Linda Sisson, NSACA, c/o School-Age Child Care Project, Center for Research on Women, Wellesley College, Wellesley, MA 02181, Tel: (617) 283-3460, E-mail: TILSISSON.

3. The Early Childhood & School-Age Forum in the Children, Youth & Families area on HandsNet.
http://www.handsnet.org/handsnet/

Founded in 1987, HandsNet links some 5,000 public interest and human service organizations across the United States. Network members include national clearinghouses and research centers, community-based service providers, foundations, government agencies, public policy advocates, legal services programs and grassroots coalitions.

From the NIOST home page you can click on HandsNet and visit HandsNet on the web. HandsNet on the web offers daily news from HandsNet on CONNECT: information about services, forums and members, the latest Action Alerts and The Weekly

Digest, a sample from the hundreds of policy, program and resource articles posted each week by HandsNet members. The information on HandsNet on the web is currently available at no charge. In the future HandsNet plans to offer memberships to an expanded service on the web.

For a membership fee you can join HandsNet on CONNECT, a full-featured network environment with interactive forums for human service organizations to exchange information and resources, and collaborate on a broad range of program and policy issues.

NIOST is the information provider for the School-Age Folder on the Early Childhood & School-Age Forum. Contact: Lillian Coltin at NIOST, Center for Research on Women, Wellesley College, Wellesley, MA 02181. e-mail: lcoltin@wellesley.edu.

4. Eric Clearinghouse on Elementary and Early Childhood Education
http://ericps.crc.uiuc.edu/ericeece.html

The ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) is one of 16 ERIC clearinghouses funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. ERIC clearinghouses identify and select documents and journal articles, and then prepare entries describing the documents and articles to be incorporated in the ERIC database, the world's most frequently used collection of information on education. Clearinghouses also publish digests, monographs, and other publications; answer questions; disseminate information on the Internet; and represent ERIC at conferences and workshops. See the ERIC System page for more information.

ERIC/EECE contributes to the database in the areas of child development, the education and care of children from birth through early adolescence, the teaching of young children, and parenting and family life. ERIC/EECE is located at the University of Illinois at Urbana-Champaign. ERIC/EECE has provided information for educators, parents and families, and individuals interested in the development, education, and care of children from birth through early adolescence, since 1967.

The clearinghouse also operates several Internet-based discussion groups:

- CAMPUSCARE-L on campus children's centers
- ECENET-L on early child education
- ECPOLICY-L on early child policy
- SAC-L on school-age care
- REGGIO-L on the Reggio Emilia (Italy) approach to early education
- PROJECTS-L on the Project Approach
- PARENTING-L on parenting issues
- MIDDLE-L on middle education

5. National Network for Child Care
http://www.exnet.iastate.edu/Pages/families/nncc

The National Network for Child Care is part of the National Cooperative Extensions System under the U.S. Department of Agriculture. Extension's National Network for Child Care is a group of professionals from across the country who have a vision of safe, caring, accessible child care for all children. NNCC is part of a larger Children, Youth and Family Network consisting of National Networks for Child Care, Science and Technology, Collaborations, Family Resiliency and Health Decisions.

These Networks are committed to improving the outcomes for limited resource families and at-risk children through collaborative efforts. The electronic and information service of these Networks is CYFERNET (Children, Youth, and Family Education Resource Network).

CYFERNET can be reached at the following web site:
http://www.cyfernet.mps.umn.edu:2400

6. National Child Care Information Center (NCCIC)
http//ericps.ed.uiuc.edu/nccic/nccichome.html

The National Child Care Information Center (NCCIC) has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. NCCIC activities include the dissemination of child care information, outreach to ACF grantees, publication of the Child Care Bulletin and adjunct ERIC Clearinghouse for Child Care. Technology is vital to improving services for children and families. Through the Internet, listservs and audio-conferences, for example, NCCIC connects

administrators, organizations, and parents regularly to discuss child care issues.

7. Center for Career Development in Early Care and Education at Wheelock College:
http://ericps.crc.uiuc.edu/ccdece/ccdece.html

The Center for Career Development in Early Care and Education at Wheelock College is devoted to improve the quality of early care and education for children by promoting the definition of early care and education as a professional field and a field of study. Through their technical assistance, research and information about conferences happening around country, they are able to bring about change that meets the needs of families, children and the child care field.

The Center offers week-long intensive seminars for child care professionals that focus on practical, up-to-date information that can be put to use immediately. The Advanced Seminars in Child Care Administration, administered in partnership with the Wheelock College Graduate School, offer exceptional opportunities for networking and sharing with other practitioners, administrators, and policy-makers. For information about the Advanced Seminars in Child Care Administration contact: Advanced Seminars in Child Care Administration, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215. Ph. (617) 738-5200 ext. 279. Fax: (617) 738-0643.

Links:

- ECCAREER-L—ECCAREER-L@postoffice.cso.uiuc.edu
  ECCAREER-L is a private electronic discussion list available only to members of the National Career Development Network for the Early Childhood and School-Age Fields. ECCAREER-L provides a forum for Network members to discuss the progress and challenges of their work on early childhood and school-age career development issues, to ask questions of one another, to share successes, and to solve problems.

8. Concordia College
http://www.csp.edu/Dept_Pages/sac/sac.html

The Concordia College in Street Paul, Minnesota provides a number of services and information via their Web page. They offer information about workshops that they offer, access to their library catalog of school-age care materials, descriptions of their publications and links to many other home pages that discuss issues around school-age child care. One of the many features that Concordia College offers is the Studying by Distance Learning (BA or MA Program), which allows people through Internet communication, discussion groups and video and audio tapes to earn their degree without attending traditional on-campus classes.

LINKS TO INFORMATION ON SERVICE

The following internet links will provide information about service at the federal, state and local level.

National Service on the World Wide Web

- Corporation for National Service
  http://www.nationalservice.org

General Service sites

- AmeriCorps Network Northwest
  http://www.nwrel.org/edwork/direct.html
- AmeriCorps Resources
  http://ksu.edu/jeffreyj/acorps.index.html
- Bay Area Volunteer Information Center
  http://www.meer.net/taylor/index.htm
- Campus Outreach Opportunity League (COOL)
  http://www.cool2serve.org/cool/home.html
- C.O.R.E. Susquehanna AmeriCorps
  http://home.ptd.net/coresusc/
- Habitat For Humanity Internet Resources
  http://www.cwru.edu/CWRU/Org/habhum/wwwhab.htm
- Hands On Atlanta
  http://www.handsonatl.org
- Impact Online
  http://www.impactonline.org/info/index.html
- Institute for Global Communications
  http://www.igc.org
- Invisible College at Portland State Univ.
  http://www-adm.pdx.edu/user/invcol/ic.htm
- LibertyNet
  http://www.libertynet.org

- National School & Community Corps
  http://www.woodrow.org/urban-ed
- National Service Resource Center
  http://www.etr-associates.org/nsrc
- Points of Light Foundation
  http://www.bilkent.edu.tr/inet-non/pointsoflight/welcome.html
- Project STAR (Support and Training for Assessing Results)
  http://www.projectstar.org/STAR.html
- SERVEnet
  http://www.servenet.org
- Support Centers of America
  http://www.supportcenter.org/sca/
- ValleyNet
  http://www.valley.net/
- VISTA Link- Electronic Recruitment
  http://bcn.boulder.co.us/community/vistalink
- VISTA Web
  http://libertynet.org/zelson/vweb.html
- Volunteer and Volunteer Management Resources
  http://www.halcyon.com/penguin/sym.htm
- West Coast LISC AmeriCorps
  http://www.garlic.com/tam/LISC
- Who Cares
  http://www.whocares.org

- Wisconsin Clearinghouse for Prevention Resources
  http://www.uhs.wisc.edu/wch

Youth and Service-Related Sites:

- City Year
  http://www.city-year.org
- National Association of Service and Conservation Corps (NASCC)
  http://www.hooked.net/dbiggs/nascc.htm
- SERVEnet
  http://www.servenet.org
- The Youth Source
  http://youth.village.com/

Service-Learning and Education-Related Sites:

- America Goes Back to School
  http://www.ed.gov/Family/agbts
- American Association of Community Colleges
  http://www.aacc.nche.edu/spcproj/service/service.htm
- AmeriCorps Early Childhood Technical Assistance Center
  http://ericps.ed.uiuc.edu/nccic/amercorp/ectac.html
- Association for Experiential Education
  http://www.princeton.edu/rcurtis.aee.html
- Berkeley Service Learning
  http://www-gse.berkeley.edu/research/slc/service-learning.html
- Campus Compact National Center for Community Colleges
  http://www.mc.maricopa.edu/academic/compact
- CASE (Citizenship and Service Education)
  http://www.scils.rutgers.edu/case/case.html
- The Council of Chief State School Officers
  http://www.ccsso.org/
- Diversity University
  http://hacker.smy.com/tour/ira/data/sect72/list8.html
- Eastern Michigan University Office of Academic Service Learning
  http://www.emich.edu/public/office_asl/home.html
- Indiana Department of Education Service Learning
  http://ideanet.doe.state.in.us/srvlrn
- Lafayette College Community Outreach Center Programs
  http://www.lafayette.edu/millerg/outreach.html
- Tech Corps
  http://www.ustc.org
- SCALE (Student Coalition for Action in Literacy Education)
  http://www.unc.edu/depts/scale/index.html
- University of Colorado Service-Learning Center
  http://csf.colorado.edu/sl
- University of Michigan Office of Community Service Learning
  http://www.umich.edu/ocsl

- University of Pennsylvania Program for Student-Community Involvement
  http://dolphin.upenn.edu/psci
- US Department of Education
  http://www.ed.gov
- Virginia Tech Service Learning Center
  http://ccserver.phil.vt.edu/www/SL/index.html

State Commissions on National Service:

- California Commission on Improving Life Through Service
  http://www.impactonline.org/caameric
- Florida Commission on Community Service
  http://www.fccs.org
- The Kentucky Community Service Commission
  http://www.occ.uky.edu/kcsc.html
- The Maine Commission For Community Service
  http://www.state.me.us/spo/mccs/mc_home.htm
- The Maryland Governor's Commission on Service
  http://www.mgcos.state.md.us/mgcos
- The Missouri Community Service Commission
  http://services.state.mo.us/ltgov/homepg.htm
- The New Hampshire Commission on National and Community Service
  http://www.americorps.nh.com/
- The North Carolina Commission on National and Community Service
  http://www.nccu.edu/tbaker/welcome.html
- The Texas Commission on Volunteerism and Community Service
  http://www.txcncs.state.tx.us/
- Utah Commission on Volunteers
  http://www.volunteers.state.ut.us/commission.htm

We want to hear from you...

The National Institute on Out-of-School Time's (NIOST's) mission is to improve the quantity and quality of school-age child care programs nationally through collaborative work with communities, individuals, and organizations, and to raise the level of public awareness about the importance of children's out-of-school time. NIOST concentrates its efforts in four primary areas—research, education and training, consultation, and program development.

Do you have a MOST-like initiative in your community? Interested in starting one up? Please talk to us about it—let's share ideas and collaborate!

Lillian Coltin, Project Associate
NIOST, MOST Initiative
Center for Research on Women
106 Central Street
Wellesley, MA 02181-8259
(617) 283-2539 Fax: (617) 283-3657
e-mail: lcoltin@wellesley.edu

Appendix I

OTHER OUT-OF-SCHOOL TIME RESOURCES

NATIONAL RESOURCES ON OST

National Institute on Out-of-School Time (NIOST)
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181
Tel.(781)283-2547
Fax (781)283-3657
http://www.wellesley.edu/WCW/CRW/SAC

Resources include The School-Age Fact Sheet, Spotlight on MOST, and ASQ Resource Manual. The Institute provides training, technical assistance, consultation, and resource materials.

School-Age Notes
P.O. Box 40205
Nashville, TN 37204
Tel.(615)242-8464
Fax (615)242-8260

School-Age Notes is a newsletter for the field, and distributes many other publications.

Search Institute
Thresher Square West
700 South Third Street, Suite 210
Minneapolis, MN 55415
Tel.(612)376-8955
Fax (612)376-8956

Resources on developing programs for youth based on developmental assets.

National Child Care Information Center
301 Maple Avenue West, Suite 602
Vienna, VA 22180
Tel.(800) 616-2242
Fax (800) 716-2242
http://ericps.ed.uiuc.edu/nccic/nccichome.html

NCCIC provides linkages to school-age care resources and publishes The Child Care Bulletin.

Cooperative Extension System—National Network for Child Care
A human network of faculty from land-grant universities supported by an extensive electronic infrastructure. Thousands of resources on all aspects of child care are available at www.nncc.org

Southern Region
Alcorn State Cooperative Extension
P.O. Box 479
Lorman, MS 39096-9402
Tel.(601) 877-6556
Fax (601) 877-6219
e-mail: nnccsr@mes.umn.edu

Western Region
University of Idaho Cooperative Extension
103 Morrill Hall
University of Idaho
Moscow, ID 83844
Tel.(208) 885-6321
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U.S. Department of Agriculture
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Dorchester, MA 02124
Tel.(617) 298-5012
Fax (617) 298-5022
e-mail: lsisson@nsaca.org

Making the Most of Out-of-School Time
MOST Initiative
National Institute on Out-of-School Time
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181
Tel. (781) 283-2526
Fax (781) 283-3657
e-mail: jshortt@wellesley.edu
http://www.wellesley.edu/WCW/CRW/SAC/most.html

American Business Collaboration for Quality Dependent Care (ABC)
930 Commonwealth Avenue
Boston, MA 02215
Tel. (617) 278-4111
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America Reads: A National Challenge
Corporation for National Service
1201 New York Avenue, N.W.
Washington, DC 20525
Tel. (202) 606-5000
Fax (202) 565-2784
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U.S. Army's Credential for School-Age Care Providers
Headquarters Department of the Army
CFSC-SFCY
2461 Eisenhower Avenue, Room 1408
Alexandria, VA 22331-0521
Tel. (703) 325-0710
e-mail: prattm@hoffman-cfsc.army.mil

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Appendix G

RESEARCH AND STATISTICS ON OUT-OF-SCHOOL TIME

HIGHLIGHTS OF RESEARCH FINDINGS
National Institute on Out-of-School Time
February 1997

Child Outcomes

What children do during out-of-school time will have a major influence on their academic achievement and life success. The kinds of relationships they develop with adults and peers are also important factors in their development. Research has shown that children who spend many hours without adult supervision are at risk for a number of negative outcomes.

The three desired outcomes for children in out-of-school time are:

- Developing emotionally supportive relationships with adults and other children.
- Developing skills and interests.
- Having access to a place that supports development of positive relationships and enriching experiences.

Highlights of the research on how out-of-school time affects children's development include:

- Out-of-school time activities provide opportunities for children to build on what they have experienced in school, develop areas of skills and interest, and develop relationships with caring adults. Research on resiliency has found that these factors are related to adult success (Miller, 1995).
- Television is the most frequent activity during children's out-of-school time: one in four nine-year-olds watches television five or more hours a day (Carnegie Corporation of New York, 1996). Research indicates that watching more than three hours per day or watching violent programming places children at risk for a number of negative outcomes.
- Several studies have found that children who are heavy television viewers perform poorly on literacy-related skills compared with their peers.
- Watching television may increase aggressive behavior and have other negative consequences, including desensitivity to violence and the belief that the world is a more violent place.
- Watching educational television may increase prosocial skills.
- Out-of-school time is an opportunity for children to develop their social competence and make lasting friendships. Children who spend more time with friends may have more opportunities to develop social skills, which have been related to higher levels of both self-esteem and academic skills (Miller, 1995). In addition, research indicates that children who have the opportunity for social connections in the after-school hours are more well-adjusted and happier than those who do not (Belle & Burr, 1989).
- Research repeatedly demonstrates that the intellectual growth of young children depends greatly on the interactions they have with their parents or caregivers, particularly the verbal interplay that takes place in the context of affectionate relationships (Carnegie Corporation of New York, 1996).

- Children who spend out-of-school time "hanging out" with peers may be less likely to achieve in school and more likely to engage in a range of risk-taking behaviors. Children under adult supervision during out-of-school time are less likely to be susceptible to peer pressure (Miller, 1995).

- Certain groups of children are at increased developmental risk when they spend time in self-care, particularly low-income children who reside in urban areas (Miller, 1995).

- Latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance use (Dwyer et al., 1990).

- When school-age programs are well-designed, they can raise academic achievement, but when they are of low quality, with poorly trained staff and few age-appropriate activities, participants may do worse in school than children who are cared for by a parent or a sitter or even left alone (Carnegie Corporation of New York, 1996).

- Children attending quality school-age programs may have better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements (Posner & Vandell, 1994). These children are exposed to more learning opportunities, spend more time in academic activities and enrichment, and spend less time watching TV.

- Teachers indicate children in good quality school-age programs become more cooperative, learn to handle conflict better, develop an interest in recreational reading, and get better grades as a result of program involvement (Riley et al., 1994). Principals note that vandalism in the schools has decreased as a result of the programs.

Quality of programming

Defining a high-quality school-age program is not an easy task, especially in a field with as much variation in program models and goals as school-age care. However, a number of recent studies indicate characteristics of programs that are linked to higher quality experiences for children, and some of the ways in which children benefit from attending good programs. Existing studies show that when staff are well-trained and experienced, group sizes and ratios are low, and a variety of enriching experiences are offered, children do well and enjoy school-age programs.

Highlights of the research on quality and school-age programs include:

- A recent study of school-age programs emphasizes the importance of well-trained staff.

- As the ratio of children to staff increased, staff had more negative interactions with children (Rosenthal & Vandell, in press).

- When staff lacked formal training and education, interactions were more negative (Rosenthal & Vandell, in press).

- When school-age programs offered a great variety of activities, staff-child interactions were more positive (Rosenthal & Vandell, in press).

- Children's feelings about their school-age program were heavily influenced by their experiences with the staff. For example, when staff were more negative in their interactions with children, children reported that staff were emotionally nonsupportive. Furthermore, the children indicated that they did not want to be at the program (Rosenthal & Vandell, in press).

- Positive behavior management and sensitive interactions are associated with staff's ability to meet the needs of children regardless of gender, temperament, or family circumstances (Vandell et al., 1996). When staff members understood family situations, they were better able to provide emotional support and instrumental assistance to the children in their care.

- Staff turnover affects program quality. Staff who had worked in a school-age program longer knew the children better, knew more about their home situations, and were more likely to seek out children when they started skipping the school-age program (Halpern, 1992).

- Child and community-centered philosophy, staff characteristics, and age-appropriate activities are important components of a successful school-age program (Vandell et al., 1996).

- Children were much more positive about attending school-age programs when there was a greater diversity of activities and when they had some choice in selecting activities (Halpern, 1992; Rosenthal & Vandell, in press).

Barriers

- Despite the potential benefits of school-age programs, only a small percentage of school-age children—an estimated 11 percent of all children age five to twelve in 1990—are currently enrolled (Hofferth et al., 1991). Many barriers exist, from lack of awareness of the benefits of programs to affordability and transportation issues.
- The overwhelming dependence of programs on income from parent tuition fees places school-age programs out of reach for many families (Seppanen et al., 1993).
- Children may not be able to attend school-age programs because parents do not feel trusting of the staff and program (Gravett et al., 1987; Miller et al., 1996).
- Children may not participate in school-age programs because they are needed at home where they serve as caregivers for younger siblings (Miller et al., 1996).
- Children who attend schools outside their neighborhoods may not be able to participate in school-age programs because of transportation problems.
- School-age programming is often not available for older school-age children, and what is available is not always well designed to meet the needs of older children.

Policy and Community Recommendations

- Community action is the key to expanding and improving opportunities for children during their out-of-school time, yet communities cannot meet their goals for children without adequate resources. At the state level, administrators need to work across agencies to create an optimal environment for communities and children, including funding, access to information, and incentives for collaboration.
- Create structures for inter-agency collaboration at the state level between agencies working on issues related to recreation, youth development, parent education, family support, child care, and related areas.
- Increase funding of community out-of-school time resources to increase quality of existing services, expand services as necessary, and increase access for low-income children.
- Improve the quality of existing services, where such improvement is needed, through systematic methods of assessing and improving quality of out-of-school time for children in formal settings (Miller, 1995).
- Expand and improve out-of-school time programs, so that program activities are linked to what children are learning in school (Carnegie Corporation of New York, 1996). Promulgate licensing standards designed to ensure that at least a minimal quality of care is provided to children, and adequately fund enforcement to ensure timely monitoring. In addition, use public funds as an incentive for programs to increase quality.
- Support and create collaborations at the community level. Areas for collaboration include: 1) informal resources for leisure time, including parks, playgrounds, museums, libraries, and community festivals; 2) child care programs; 3) lessons and recreational activities, including drop-in and community center programs; and 4) summer programs (Miller, 1995).
- Promote high-quality educational television and access to other electronic media for improving instruction (Carnegie Corporation of New York, 1996).
- Promote parent involvement and parenting skills through parent support and educational programs.
- Encourage continuity of relationships with staff and other adults that will facilitate relationships that result in supportive learning communities (Carnegie Corporation of New York, 1996).
- Develop and disseminate materials to help parents with their children's out-of-school time (Miller, 1995).

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FACTS ON SCHOOL-AGE CHILDREN'S OUT OF SCHOOL TIME

- Children spend less than 20 percent of their waking hours in school.
- Schools are typically open less than half the days of the year, and when open provide care only until mid-afternoon. What happens during the other 80 percent is critical to children's development.
- What children do during non-school hours has a critical impact on school achievement and long-term success.
- Whether or not their mother is employed, research indicates that the activities children engage in, as well as the quality of adult supervision they receive, are as important as family income and parents' education in determining academic success.
- In a longitudinal study examining the effects of early self-care in later years, high amounts of self-care were associated with poor behavior adjustment and academic performance in sixth grade.
- Children spend more of their out-of-school time watching television than in any other single activity.
- Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression. Television is not necessarily harmful to all children, but when they watch more than three hours a day and/or watch programs with violent content, negative outcomes are increasingly likely.

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- Juvenile crime data reflect the importance of school-age care. A recent report on data compiled by the FBI on eight states makes it clear that the peak hours for violent juvenile crime are 3:00 p.m. to 8:00 p.m. The authors of this report call for after-school programs that provide responsible adult supervision, constructive activities, and insulation from peer pressure during the high-crime hours (Fox and Newman, 1997).

School-Age Children with Employed Parents

- Approximately 24 million school-age children require child care.
- According to the Bureau of the Census, in 1991 there were 36.7 million children between the ages of five and fourteen years living in the United States. Of these children, 21.2 million lived with a mother who was employed, and an additional 953,000 lived with an unemployed mother (currently seeking employment) and 999,000 lived with a mother enrolled in school. An estimated 912,000 children in this age range lived with a single father who was employed, 61,000 with an unemployed father, and 9,000 with a single father enrolled in school.
- An estimated 17 million parents need care for their school-age children during their hours of work.
- In 1991, the Census Bureau found that 14.9 million employed mothers had children between the ages of five and fourteen. An additional 681,000 mothers were unemployed and 642,000 were enrolled in school. An estimated 728,000 employed single fathers lived with school-age children, in addition to 50,000 unemployed fathers who were seeking employment and 9,000 fathers who were attending school.

Child Care Arrangements of School-Age Children

- Unlike preschool children, school-age children are likely to spend time in many different care arrangements.
- According to the National Child Care Survey 1990 (NCCS), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school. Based on a nationally representative sample of parents of children under the age of thirteen, the NCCS examined both primary and secondary care arrangements for school-age children, in addition to the hours they spend in school (see Hofferth et. al., 1991 in references).
- School-age children of employed mothers are most likely to be cared for by a parent (33 percent), followed by care by a relative (23 percent), lessons (15 percent), center-based after-school program or day care center (14 percent), family day care (7 percent), self-care (4 percent), and in-home provider (3 percent), according to the NCCS.
- These percentages reflect the primary care arrangement—the one where the child spends most of his or her non-school hours during a typical week. Secondary care arrangements are as follows: care by a parent (55 percent), lessons (19 percent), relative (14 percent), self-care (4 percent), family day care (3 percent), center care (3 percent), in-home provider (1 percent), and other (1 percent).
- Experts estimate that nearly 5 million school-age children spend time without adult supervision during a typical week.
- Exact figures are not available, due to parents' reluctance to report that they leave children alone. Older children are much more likely to spend time on their own than younger children. Data from the NCCS suggest that less than 5 percent of children under age eight are regularly in self-care at any time during the week during the week compared with nearly 35 percent of twelve-year-olds.
- Approximately 1.7 million children in kindergarten through grade eight were enrolled in 49,500 formal before-and/or-after-school programs in 1991, according to the National Study of Before and After School Programs. The study found that 83 percent of those enrolled in after-school programs are in the pre-kindergarten through third-grade age range.

Effects of Out-of-School Time on Families and Community

- Studies have found that latchkey children are more likely to engage in risky behaviors, especially urban children and those who have little access to adult supervision.
- According to one recent large-scale study, latchkey children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-

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taking behavior, and substance use (Dwyer et. al, 1990). These researchers also found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk.

- A number of studies have found that children who attend good school-age child care programs during the time when their parents are working may experience positive effects on their development.

- Most recently, Posner and Vandell (1994) found that children attending after-school programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television.

- Teachers and principals are recognizing the positive effects of good quality programs on their students.

- The Cooperative Extension Service (Riley et. al., 1994) studied the effects of 64 programs that had received Extension assistance in 15 states. Teachers said that the programs had caused the children to become more cooperative (34 percent), learned to handle conflicts better (31 percent), developed an interest in recreational reading (33 percent), and were getting better grades (33 percent). Over one-third (35 percent) of the school principals stated that vandalism in the school had decreased as a result of the programs. In addition, 16 percent of the program children had avoided being retained in grade due to program participation, resulting in a savings of more than $1 million.

- Public officials are recognizing the importance of school-age care.

- In a 1995 survey conducted by the National League of Cities (Meyers and Kyle, 1996), child care and before- and after-school care together were seen as one of the most pressing needs for children and families by 92 percent of all respondents. No other need received this rating from such a high percentage of respondents. Other needs included housing, family stability, drug and alcohol abuse, education, crime, welfare reform, and a host of other issues.

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